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ABSTRACT

This report is the second in a series of biennial, state-by-state 50-state report cards. As in the earlier report, state higher education systems are evaluated, compared, and graded in five categories of performance: preparation, participation, affordability, completion, and benefits. All states are given an "incomplete" in the sixth category, "learning," because of a lack of relevant information. In assessing performance, these report cards include the contributions of public and private, two-year and four-year, and nonprofit and for-profit institutions. Data are from a variety of sources, including national surveys. Three conclusions are drawn from these data. The first is that the largest gains are in the area of preparing young Americans to be able to enroll and succeed in college. Student preparation for college improved in 30 states. Second is the conclusion that, as a whole, comparisons with the prior report card show a mixed picture. Overall, the proportion of Americans participating in college-level education and training has not increased. A third major finding is that higher education opportunity and its benefits remain unevenly distributed among states. The report includes these analyses and commentaries: (1) "Tuition Is Rising as States Face Budget Difficulties" (William Trombley); (2) "Measuring Up 2002 and Institutional Leadership" (David W. Breneman); (3) "College Presidents and Higher Education Policy" (Robert H. Atwell and Jane V. Wellman); (4) "'Measuring Up' and Student Learning" (Margaret A. Miller); and (5) "Grading Student Learning: You Have To Start Somewhere" (Peter T. Ewell). (Contains 50 state profiles.) (SLD)

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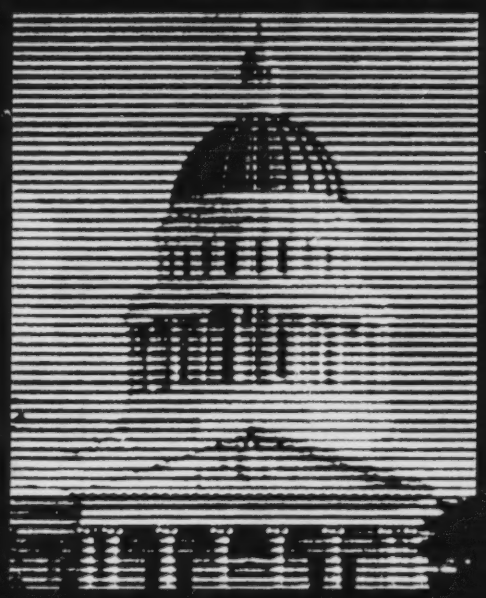
MEASURING UP 2002

THE STATE-BY-STATE REPORT CARD FOR HIGHER EDUCATION



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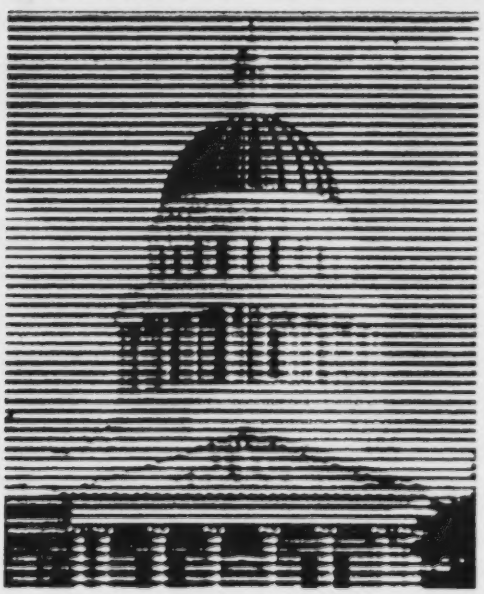

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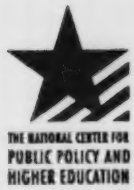

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Visit www.highereducation.org to:

- Download the entire report
- Create your own comparisons for any states on any data included in *Measuring Up 2000* and *2002*
- Get reference information about indicators, calculations and grading
- For more information about this Web site, see page 190

To order *Measuring Up 2002*, call 1-888-269-3652. Single copies are available for $25.00.

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The National Center for Public Policy and Higher Education is an independent, nonprofit, nonpartisan organization. It is not affiliated with any government agency, political party, or college or university. The National Center conducts policy research and fosters public awareness and discussion of public policy issues affecting education and training beyond high school. The purpose of the National Center's studies and reports, including *Measuring Up 2002,* is to stimulate public policies that will improve the effectiveness and accessibility of higher education.

The National Center was established in 1998 with founding grants from The Atlantic Philanthropies and The Pew Charitable Trusts that supported the initiation of its programs, including the state-by-state report card. These grants enabled the National Center to launch the report card project, to design its methodology, and to test its feasibility through a ten-state prototype. The Ford Foundation has also provided core and specific project support to the National Center. Refinement of the report card methodology, extension of it to all 50 states, and the publication and dissemination of *Measuring Up 2002* has been made possible by a major grant from the John S. and James L. Knight Foundation that has been matched by The Atlantic Philanthropies, the Carnegie Corporation of New York, the John D. and Catherine T. MacArthur Foundation, The Pew Charitable Trusts, and the William R. Kenan, Jr. Charitable Trust, respectively. A grant from The Andrew W. Mellon Foundation supported an external, independent review of the report card data and methodology.

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The National Center was advised on the second report card on state performance in higher education by an independent Review Group (for members, see sidebar) established shortly after the release of *Measuring Up 2000*. Many members of the Review Group served on the original report card feasibility study committee in 1998-99 and on the first National Advisory Panel from 1999 to 2000. The Review Group invited suggestions for improvement from all 50 states and from national and regional organizations. They also made final recommendations to the National Center's Board of Directors in June 2002 for the adoption of improvements, changes, and grades for *Measuring Up 2002*.

In addition, the National Center convened a special advisory committee on affordability, a subject to which the Board of Directors and the Review Group asked the National Center to give special attention. Members of the National Advisory Committee on Affordability reviewed the methodology and indicators for affordability and made recommendations for improvement. They include: Sandra Baum, Skidmore College; David W. Breneman, University of Virginia; Lawrence E. Gladieux, Virginia; Donald E. Heller, The Pennsylvania State University; Dennis P. Jones, National Center for Higher Education Management Systems; and Thomas J. Kane, University of California, Los Angeles.

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FOREWORD

By James B. Hunt Jr.

***MEASURING UP 2002* IS THE SECOND** in this series of biennial, state-by-state, 50-state report cards from the National Center for Public Policy and Higher Education. Our goal in issuing these report cards is to assist states in improving higher education opportunity and effectiveness.

Measuring Up 2002 updates *Measuring Up 2000*. As in the earlier report, state higher education systems are evaluated, compared, and graded in five categories of performance: preparation, participation, affordability, completion, and benefits. All states are given an Incomplete in the sixth category, learning, due to the lack of relevant information on which to base the grades. In assessing performance, these report cards include the contributions of public and private, two- and four-year, nonprofit and for-profit institutions that offer education and training beyond high school in each state.

As with the earlier report, the grades in *Measuring Up 2002* are important because they tell each state how it compares with others, and they challenge each state to raise its performance. This new report, however, adds a new and critical dimension: each state can now compare its own results with those in the earlier edition, *Measuring Up 2000*. Every state should seek to raise its performance vis-a-vis the rest of the nation and to improve its earlier performance—much as a marathon runner strives to win each race while

constantly improving his or her personal best time. The public, as well as state and education leaders, can now use these report cards for both purposes.

We know that dramatic changes in the most complex state policy and educational areas seldom occur in two years. But two years is often sufficient to reveal whether or not we are moving in the right direction.

"The largest gains since the 2000 report are in the first graded category, preparing young Americans to be able to enroll and succeed in college."

Measuring Up 2002 gives elected officials, educational and civic leaders, and the general public in each state much of the information they need to determine the direction of performance. Supplemented by state-specific data, this report can, we believe, tell them whether they are making headway, are stalled, or are regressing in meeting the educational needs of their residents.

Three Overall Messages in *Measuring Up 2002*

Looking at all 50 states, I draw three conclusions from *Measuring Up 2002* about the status of American higher education.

First, and most encouraging, is that the largest gains since the 2000 report are in the first graded category, preparing young Americans to be able to enroll and succeed in college, core elements of college opportunity and quality. More young Americans—although still not nearly enough—are now taking high school courses that prepare them for college.

- Massachusetts had the best overall performance in college preparation.
- In 30 states, student preparation for college improved.

- Seven states—Kentucky, Maine, Minnesota, North Carolina, Oregon, Tennessee, and Virginia—improved on five preparation indicators: young adults earning a high school diploma or a GED diploma by age 24, 8th graders' proficiency on math, low-income 8th graders' proficiency on math, high school students taking and scoring well on college entrance exams as well as the Advanced Placement tests.
- West Virginia led the nation in increasing the numbers of high school students taking upper-level math and science courses, as well as the number of 8th graders taking algebra.

"Although preparation for college has improved, the proportion of Americans participating in college-level education and training has not."

Because many states made progress in preparation, their gains did not always result in higher grades. These improvements, however, clearly signal that these states are on the right path. Nonetheless, progress across the United States has been slow and there are many state examples of backsliding as well as improvement. Also, opportunities to take a challenging high school curriculum that prepares young students for college-level work are unevenly distributed among states and within them, even within states that perform best.

Second, for the nation as a whole, comparisons with the prior report card, *Measuring Up 2000*, were mixed. Although preparation for college has improved, the proportion of Americans participating in college-level education and training has not. Some states experienced leveling off or even slippage in college participation. Improvements in the completion category were slight, and the addition of a measure of six-year baccalaureate degree completion rates did not markedly improve grades. State performance on affordability measures improved, but most of the progress made in the period covered by this report card (2000 and prior)

may well have been lost in the months immediately preceding the release of *Measuring Up 2002*, as many states have responded to revenue shortfalls with steep tuition increases and insufficient investments in student financial aid (see William Trombley's essay on page 60).

"Higher education opportunity and its benefits remain unevenly distributed among states."

Third, our major finding confirms that of the earlier report card: Higher education opportunity and its benefits remain unevenly distributed among states. The chances of any American to be adequately prepared for college, to find affordable college opportunity, and to enroll in and complete a program of education or training beyond high school vary enormously from state to state and within states. Far too often, the accidents of geography, income and race still trump talent and motivation.

It is noteworthy that two states—Kentucky and Utah—have improved their performance in all five categories since *Measuring Up 2000*, setting a standard of improvement for the other 48 states.

Some Progress in Measuring Student Learning

Measuring Up 2002, as did its 2000 counterpart, gives each state an "Incomplete" in student learning. Few would dispute that learning is the most important outcome of higher education, but states lack sufficient information about it to make national comparisons similar to those in the other five graded categories. This was the case in 2000 and it remains so in 2002.

We have now, however, started to address this issue. In late 2001, and with the support of The Pew Charitable Trusts, an invitational National Forum on College-Level Learning was convened to discuss the problems of the

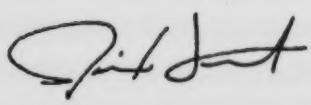
"Incomplete." The attendees—business leaders, governors and former governors, and higher education leaders—agreed on the importance, even urgency, of gathering better information about the knowledge and skills of college graduates. They considered both short- and long-term ramifications and strategies, which Margaret Miller and Peter Ewell describe in their essays in this report (see page 69). The short-term question is what can be known by using information that is available or can be produced at the state level. As the National Forum recommended, we have begun in *Measuring Up 2002* with a single-state prototype.

As we were seeking to develop a prototype, we needed a state that would volunteer to focus on college-level learning. We sought a pioneer that would move beyond the known, conventional proxies—certificates, degrees, and credit hours—to the less explored territory of knowledge and skills. As has so often been the case in recent years, the State of Kentucky and Governor Paul Patton were willing and able to offer national leadership in a key area of higher education reform. Governor Patton had participated actively in the National Forum and supported its recommendations. The Kentucky example that is featured in *Measuring Up 2002* (see page 79) is a first step in the long journey toward a direct focus on the "education capital" that results from education and training beyond high school. The focus is necessary, for knowledge and skills are integral to our civic life as well as our economic well-being in the competitive, knowledge-based, global marketplace of the 21st century. We will add additional states and information about student learning in future report cards. On behalf of the National Center, I extend my appreciation to Governor Patton and the State of Kentucky for their leadership.

Conclusion

In *Measuring Up 2002*, we find significant improvements in preparation for college and very modest improvements and declines in the other performance areas. The substantial gains in preparation suggest that the school reform movement is beginning to pay off, and they confirm our conviction that educational progress is possible when the states and the nation focus attention, investment, and leadership on it. But much remains to be done. The schools have been and remain the nation's highest priority, and their improvement is a necessary, although not sufficient, condition for greater college opportunity and effectiveness. America's promise is to offer high-quality education and training beyond high school for all who can benefit. *Measuring Up 2002* shows that this remains a promise unfulfilled—one that requires the sustained attention of state policy leaders.

"America's promise is to offer high-quality education and training beyond high school for all who can benefit."



James B. Hunt Jr.
Chair, The National Center for Public Policy and Higher Education
Former Governor of North Carolina

INTRODUCTION

By Patrick M. Callan

TWO PERSPECTIVES have informed our work at the National Center for Public Policy and Higher Education since its inception in 1998:

- The prospects—economic, civic, and social—of individuals, communities, states, and nations depend as never before on the availability and effectiveness of education and training beyond high school; and
- The primary public policy responsibility for American education resides with the states.

These perspectives converge in the *Measuring Up* series of state-by-state, 50-state report cards published by the National Center every two years. We have created this series to encourage and support state leaders in their efforts to expand and improve college-level opportunity and effectiveness—a challenge in every state. In *Measuring Up 2002*, as in *Measuring Up 2000*, indicators and grades are used to evaluate and compare the educational condition of each state's population—how well the people of the state are being served by education and training after high school. We seek the attention of the public and state leaders on issues of *performance* by focusing on *statewide educational results* rather than on particular colleges and universities. And we encourage a focus on results, not on effort, reputation, or input proxies.

Americans enroll in—and support—an impressive array of some 4,000 public and private colleges and universities for many reasons. Not the least of these is the strong relationship between higher education opportunity and employment that supports a middle-class life. For individuals, education and training beyond high school have become a virtual prerequisite for full participation in the economic, civic, and social benefits of our nation. Moreover, nations, states, and communities now require a college-educated populace in order to compete in the global economy. These are the realities of the knowledge-based global marketplace—realities grounded not in the pronouncements of educators or government policymakers or researchers, but in labor markets.

Recent reports based on the 2000 census offer powerful confirmation of the relationship of college education to the economic prospects of individuals:[1]

- Two groups of Americans have not participated in the economic gains of the past 25 years: those with only a high school education, whose real incomes have remained flat; and those who have not completed high school, whose real incomes have actually decreased.
- The incomes of individuals with some college education, associate degrees, bachelor's degrees, and advanced degrees have increased both in real terms and in comparison with those with less education. For example, in 1975 the annual income of a worker with a bachelor's degree averaged 1.5 times that of a high school graduate. By 1999, the advantage had increased to 1.8 times.
- Compounded over a lifetime, these differences in educational level represent average lifetime earnings of $1.2 million for a high school graduate, $1.5 million for those with some college education but no degree, and $2.1 million for bachelor's degree holders.
- These "premiums" for college education grew during the 1990s, while the numbers of Americans who attended and completed college were also increasing.

> "Willing or not, our nation and its states are in an international economic race to develop human talent—to raise the knowledge and skill levels of societies and communities."

The demand for higher levels of knowledge and skills threatens to outpace supply. Demographic and economic data project slow growth of the labor force, as the baby-boomers retire and as the demands for college-educated workers grow. Labor shortages could be felt as the economy emerges from the current recession, and may well persist for two decades. Even the most conservative workforce projections predict a significant shortage of qualified workers between now and 2020 in jobs that will require at least some college.[2]

What, one may ask, does all this talk of labor markets, demand and supply, and the world economy have to do with the indicators and grades in *Measuring Up 2002*? The answer is everything. Willing or not, our nation and its states are in an international economic race to develop human talent—to raise the knowledge and skill levels of societies and communities. In this country at least, winning that race will require economic growth and employment that will maintain and enhance middle-class lifestyles. In contrast to earlier times, the broad dispersion of higher levels of knowledge and skills—not just the education of a small number or an elite—is required by this new knowledge-based, global economy. The *Measuring Up* series tracks the performance of states in meeting this challenge.

Profile: American Higher Education

Colleges and Universities

- Four thousand colleges and universities offer degree-granting programs.
  - 15% are public 4-year institutions.
  - 26% are public 2-year institutions.
  - 43% are private 4-year institutions.
  - 16% are private 2-year institutions.

Students

- Thirteen million students are enrolled at the undergraduate level.
  - 42% attend public 2-year colleges and universities.
  - 38% attend public 4-year colleges and universities.
  - 20% attend private 2- and 4-year colleges and universities.
- Forty percent of undergraduates are enrolled part-time.
- One third of all undergraduates are older than 24 years of age; 70% of this group are enrolled part-time.
- One third of all undergraduates are non-white; non-white students are more likely than white students to be enrolled part-time.

Appropriations for Higher Education

- State and local governments provide about $66 billion annually for higher education, an increase of 26% (in constant dollars) since 1992.

Sources: For institutions and students: U. S. Department of Education, *Digest of Education Statistics 2001* (Washington, D.C.: 2002). For appropriations: Center for Higher Education and Finance, *Grapevine: A National Database of Tax Support for Higher Education*, State Higher Education Appropriations, 1992–93 and 2000–01 (Normal, IL: Illinois State University).

- *Measuring Up 2000* and *2002* examine higher education as it affects the lives of most Americans—including, but not limited to, the handful of students who attend an elite college or university. Most Americans, however, rely on public colleges near their homes, and many attend part-time. The national picture of higher education as it serves *all* Americans is reflected in the *Measuring Up* grades; it is one of unevenness and even mediocrity.
- The reputation of American higher education as "the best in the world" is derived from that of a few elite institutions and from the research contributions of a small number of universities. This reputation has little to do with higher education as most Americans experience it.
- International comparisons confirm that other nations have emulated, pursued, and, in some instances, surpassed the United States. Despite some improvements in the past decade, our country is not the world leader in providing college access or in college degree attainment.[3] Other nations are responding more rapidly and more effectively to the need to raise the education and skill levels of their populations through college-level education and training.

Our policymakers and our colleges and universities are confronted with a major shift—and one that will bear greatly on our economic and civic vitality in the early decades of the 21st century. We must reappraise the prevalent *de facto* approach of educational and public policy that guided the nation for 50 years after World War II. Roberts T. Jones, president of the National Alliance of Business, puts the challenge well:

> "The academy's long-standing emphasis on identifying and promoting the very best students directly conflicts with the growing moral and economic imperative to maximize the economic achievement of all students. Even the most rigorous programs and courses will be judged less by the numbers of students they 'weed out' and more by their ability to educate the greatest number to the highest standards."[4]

As a nation we recently determined that we could leave no child behind educationally. The lesson of the knowledge-based, global economy is that establishing—and even achieving—this goal is only a first step. A second step is needed: Many more adults must be much *better* educated *beyond high school*. Without this next step, harsh economic consequences will befall undereducated individuals, states, and communities. The mediocre national results and modest improvements reported in *Measuring Up 2002* strongly suggest that states and the higher education system are underperforming in meeting today's educational, economic, and civic needs.

Three further observations:

- State financial support for both public schools and colleges grew during the 1990s. Increased appropriations for schools were usually closely connected to explicit public policy goals, such as raising student achievement and teacher quality. In contrast, increases for colleges usually lacked such an

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explicit policy base. This difference might partially explain why the greatest improvements shown in *Measuring Up 2002* are found in the area of preparation.

- A not-uncommon belief is that the underperformance of higher education will automatically self-correct if preparation improves. This myth is not supported by *Measuring Up 2002*. Improved preparation is clearly one of the conditions for higher education improvement, but major gains are unlikely without sustained, strategic attention to ensuring college access, to keeping cost and price affordable, and to improving student persistence and completion.
- Although this report does not deal with the current recession or its impact, the state budgetary travails of recent months point to an ongoing dilemma for policy makers and higher education leaders: Appropriations are "discretionary" in state budgets, and during recessions this status often permits disproportionate reductions in higher education budgets and steep tuition increases. However, college is no longer discretionary for Americans who aspire to employment that will lead to a middle-class life for themselves or for their children.

Measuring Up 2002, then, presents a portrait of states and their colleges and universities in transition between great successes in the second half of the 20th century and the emerging unfamiliar demands of the 21st. I believe that two aspects of this transition are critical. ***First***, in the recent past, education and training beyond high school was just one of many routes to the American middle class. Now, for most Americans, the alternative routes available to earlier generations no longer exist. ***Second***, earlier policies promoted broad access and college opportunity, albeit somewhat poorly defined, for many, and excellence for a selected few. Now, I believe, policies must recognize that there are many dimensions of excellence, and that college opportunity must be a vehicle for raising the knowledge and skill levels of most adults.

"We must reappraise the prevalent *de facto* approach of educational and public policy that guided the nation for 50 years after World War II."

Notes:

[1] Jennifer Cheeseman Day and Eric C. Newburger, Current Population Reports, *The Big Payoff: Educational Attainment and Synthetic Estimates of Work-Life Earnings* (Washington, D.C.: U. S. Census Bureau, July 2002).

[2] Anthony P. Carnevale, "The Economic and Demographic Roots of Education Reform," in *National School Board Journal* (NSBA), October 2001, p. 4. "Tomorrow's Jobs," reprinted from the *Occupational Outlook Handbook*, 2002–2003 Edition (Washington, D.C.: U. S. Department of Labor, Bureau of Labor Statistics, February 2002, Bulletin 2540-1).

[3] Organisation for Economic Co-Operation and Development, *Education at a Glance: OECD Indicators* (Paris, France: 2001 Edition).

[4] Roberts T. Jones, "Facing New Challenges: The Higher Education Community Must Take the Lead in Addressing the Dramatic Pace of External Change," in *National CrossTalk*, Vol. 10, No. 3, Summer 2002 (San Jose, CA: National Center for Public Policy and Higher Education), p. 10.

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For the past six years, Governor Paul Patton of Kentucky has initiated and implemented a far-reaching state program of reform and strategic investment in higher education—the most ambitious in the nation. He is currently the chair of the National Governors Association.

A Message from Governor Paul Patton:

I AM PLEASED TO JOIN Governor Jim Hunt and the National Center for Public Policy and Higher Education in the release of *Measuring Up 2002*.

This report card challenges states and their leaders, as it challenges America, to respond to the demands of a knowledge-driven, global economy. It challenges higher education leaders to articulate a vision of higher education that is more responsive, more efficient, and more relevant to today's realities and tomorrow's needs. Our workers must now compete with workers the world over. To compete successfully, we must advance our mental power. Only higher education can equip our people with the knowledge and skills that will make us productive in the new economy.

In Kentucky, we have accepted these challenges. We recognize the pivotal role that education and training beyond high school must play in laying the foundation for economic opportunity, prosperity, and a high quality of life in the 21st century. The core of our agenda parallels that of *Measuring Up*: enhancing college preparation for more of our people; enrolling more of our residents in education and training beyond high school; encouraging those enrolled to complete their programs; keeping our colleges affordable; and gaining the economic and civic benefits that characterize a well-educated state. Our goal is to enhance the knowledge and skills of our population, not just increase the number of educational certificates and degrees. It was because of this goal that we volunteered enthusiastically to work with the National Center on student learning. The initial results are described in this report card. We have far to go and much still to learn, but *Measuring Up 2002* affirms that Kentucky has set the right course for more inclusive and effective postsecondary education.

Each state is unique, of course, but the agenda of the *Measuring Up* series is so broadly relevant a template that all can work within it. Kentucky is doing so, and so can every state and the nation. *Measuring Up 2000* stimulated and reinforced our drive for improvement in Kentucky, and it is being used for that purpose by many governors and legislators throughout America. I welcome the 2002 edition and particularly its emphasis on improvements by each state, as well as comparisons among states. I encourage my fellow governors, as well as legislators, business leaders, and colleges and universities to use *Measuring Up 2002* as a powerful tool for improvement.

Paul Patton
Governor, State of Kentucky

QUESTIONS AND ANSWERS ABOUT MEASURING UP 2002

Who is being graded in this report card, and why?
Measuring Up 2002 grades states—not individual colleges and universities—on their performance in higher education. The states are responsible for preparing students for higher education through sound K–12 systems, and they provide most of the public financial support—$64 billion in 2001—for colleges and universities. Through their oversight of public colleges and universities, state leaders affect the number and kinds of education programs in the state. They determine the limits of financial support and often influence tuition and fees for public colleges and universities. They determine how much state financial aid to make available to students and their families, which affects students attending public and private colleges and universities. And state economic development policies influence the income advantage that residents receive from having some college experience or a college degree.

Why is a state-by-state report card needed for higher education?
Measuring Up provides state leaders with objective information they need to assess and improve higher education. After the publication of *Measuring Up 2000* two years ago, state leaders for the first time could objectively assess comparative information on state performance in higher education—information that helps identify the strengths and weaknesses of higher education in their state. Many state leaders have used this information as a starting point to gather additional performance information about higher education in their state, and to build support for improvements in higher education.

This newest report card on higher education (1) provides state leaders with a picture of the strengths and weaknesses of higher education in their state in relation to other states, and (2) identifies areas of improvement or decline since the last report card.

Who is this report card for?
Measuring Up was developed for governors, legislators, and other state officials charged with responsibility for higher education. It is also made available to higher education leaders, business leaders, the media, and members of the general public who care about the performance of higher education.

What is graded in the report card?
The report card grades states in six performance categories: academic preparation, participation, affordability, completion, benefits, and student learning.

Preparation measures how well a state's K–12 schools prepare students for college-level education and training. The opportunities that residents have to enroll in and benefit from higher education depend heavily on the performance of their state's high schools.

Participation addresses the opportunities for state residents to enroll in higher education. A strong grade in participation generally indicates that the state residents have high individual expectations for education and that the state provides enough spaces and types of educational programs for its residents.

Affordability measures whether students and families can afford to pay for higher education, given economic circumstances, financial aid, and the types of colleges and universities in the state.

Completion addresses whether students continue through their educational programs and earn certificates or degrees in a timely manner. Certificates and degrees from one- and two-year programs as well as the bachelor's degree are included.

Benefits includes the economic and societal benefits that the state receives as the result of having well-educated residents.

Learning is intended to address the level of educational capital that states possess as a result of their policies for education and training beyond high school. High performance in this category would indicate that states are developing talent to its fullest.

Why do all the states receive an Incomplete for their performance in student learning?
Measuring Up 2000 gave all states an Incomplete in student learning because there are no common benchmarks for student learning that would allow meaningful state-by-state comparisons. This year, *Measuring Up 2002* likewise gives all states an Incomplete in this area, for the same reason. However, recent efforts to develop better measures of college-level learning are promising (for more information, please see "A Message from Governor Paul Patton," page 18, "*Measuring Up* and Student Learning," page 69, and "Grading Student

WHAT'S NEW IN MEASURING UP 2002

There are two elements of state progress provided in *Measuring Up 2002*: grades and "Improvement since *Measuring Up 2000*" (for results, see the National Picture section, pages 24–34).

Grades measure a state's performance in relation to other states. An improvement in a state's grade shows that the state performed better compared to other states.

"Improvement since *Measuring Up 2000*" measures a state's progress in relation to its own previous results. This measure compares each state's results on the indicators in *Measuring Up 2000* to its results in *Measuring Up 2002*. If a state is described as making "improvement" in a performance category, then it made progress on the majority of indicators in that category.

NEW INDICATORS*

Preparation
K–12 Course Taking
12th graders taking at least one upper-level math course
K–12 Student Achievement
8th graders scoring at or above "proficient" on the national assessment exam in science

Completion
Completion
First-time, full-time students completing a bachelor's degree within 6 years of college entrance

Benefits
Economic Benefits
Increase in total personal income as a result of the percentage of the population with some college (including an associate's degree), but not a bachelor's degree

REVISED INDICATORS†

Participation
Working-Age Adults
25- to 49-year-olds enrolled part-time in some type of postsecondary education (previous definition included 25- to 44-year-olds)

Affordability
Reliance On Loans
Average loan amount that undergraduate students borrow each year (previous definition included all students rather than undergraduate students only)

* The weights of indicators within performance categories have been adjusted slightly to accommodate these new indicators.

† For detailed information on changes to these indicators, changes in calculating indicators, and other definitional issues, see Technical Guide: Documenting Methodology, Indicators, and Data Sources for Measuring Up 2002 at www.highereducation.org.

Learning," page 73). The degree to which students' skills and abilities are improved as a result of states' policies for education and training beyond high school is perhaps the most important criterion for measuring state performance in higher education. The Incomplete in learning highlights a gap in our ability to make systematic state-by-state comparisons in this area.

How are states graded?

States receive grades in each performance category. Each performance category is made up of several indicators or quantitative measures—a total of 34 in the five categories. Grades are calculated based on each state's performance on these indicators, relative to other states (see page 23).

What information is provided but not graded?

The State Profiles provide important information that is not graded—either because the data are not available for all the states or because the information, though useful, is not based on performance outcomes. For instance, the State Profiles highlight gaps in state performance in providing opportunities for various income and ethnic groups, and they identify substantial changes in state performance over the last ten years.

In addition, the "Improvement since *Measuring Up 2000*" information summarized in the National Picture section (pages 30–34), shows which states have improved their results in each performance category in the data years 1998 to 2000, and which states have not improved their results. This progress, while useful in tracking change within each state, is not included in grading.

Additional information—for instance, the state's population, the size of its economy and its system of higher education—that is helpful in providing a context for understanding performance is provided on the National Center's Web site at www.highereducation.org.

What sources of information are used to determine the grades?

All the information in *Measuring Up 2002* was collected from national, reliable sources, including the U.S. Census and the U.S. Department of Education. All data are the most current available for state-by-state comparisons (in most cases from 2000), are in the public domain, and were collected in ways that allow effective comparisons among the states. The technical guide (available at www.highereducation.org) has information about sources for each indicator.

What do you mean by "higher education"?

Higher education refers to all education and training beyond high school, including all public and private, two- and four-year, nonprofit and for-profit institutions.

Why are private institutions included in the report card?

Measuring Up provides states with an overall picture of their performance in higher education. Since private colleges and universities play a crucial role in providing opportunity and helping students achieve their educational goals, state higher education policy should be responsive to the opportunities offered by private institutions. Most states provide financial aid for students who enroll in either public or private colleges and universities; some states provide direct support to their private colleges. *Measuring Up* documents the effects these state policies have on opportunity for and achievement in higher education in the state.

Do states receive "credit" for effort or for facing difficult economic or educational circumstances?

No. The grades are based solely on performance. Since we base performance on outcome measures, states do not receive credit for effort or for facing difficult economic or educational

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circumstances, only for results. On the National Center's Web site, however, "leading indicators" are provided in State Profiles, including economic projections and societal measures, to identify some of the long-term policy challenges facing the state.

Does *Measuring Up* take into account new state policies that have recently been introduced?
Measuring Up reports on performance and changes in performance. New state policies often do not change performance immediately. As these policies influence state results, changes will be reflected in the indicators and grades.

Is it possible for a state to receive a higher grade but to make "No Improvement since *Measuring Up 2000*"?
Yes. Since grades measure how states perform relative to other states, a state's grade can improve or drop depending upon the performance of other states—even if its own results on the indicators, or performance measures, remain constant or decline.

Does the report card grade on a curve?
No. Grades are calculated by comparing each state to the best-performing states for each indicator.

What grading scale is used?
As shown in "How We Grade States," the grades are based on the familiar 100-point scale: An "A" represents a score of 90 or above, and an "F" represents a score below 60 (see page 23).

Why do we include both five-year and six-year bachelor's degree completion?
The five-year degree completion indicator refers to first-time, full-time students completing a bachelor's degree within five years of finishing high school, whereas the six-year indicator refers to first-time, full-time students completing a bachelor's degree within six years of enrolling in college. The six-year measure refers to all students, not just recent high school students entering college.

Does the report card use data unique to a particular state?
Measuring Up 2002 uses data that are comparable for all the states. As a result, some states may find that their own internal data present a fuller picture of the state's strengths and weaknesses in higher education. The National Center encourages states to add their own data to the report card's categories to create a more detailed picture of state performance.

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What happens if data are missing for a state?
When information is not available on a particular indicator, we assume, for the purposes of grading, that a state is doing no better or worse on that particular indicator than it is on the other indicators in that performance category.

However, the report card uses the most recent data available. In the event that a state has reported data in *Measuring Up 2000*, but not in *Measuring Up 2002*, the data from *Measuring Up 2000* are used since they are the most recent data available for state-by-state comparisons.

Are there some sources that have not updated their data since the last report card?
Yes. For instance, in relation to the preparation category, the National Assessment of Educational Progress (NAEP) conducts surveys regularly but has not conducted surveys in reading and writing proficiency since *Measuring Up 2000*. Therefore, these indicator results remain unchanged. Also, in relation to the benefits category, the National Adult Literacy Survey (NALS) is now being administered as the National Assessment of Adult Literacy (NAAL), but its results are not yet available. For these indicators, results from the previous edition of the report card are reported in this edition as well.

To what extent do the grades reflect the wealth or the race and ethnicity of the state's population?
An independent analysis of *Measuring Up 2000* data showed that factors like wealth and economic vitality had about a 25% influence on grades, and that race and ethnicity had about a 10% influence. (See A Review of Tests Performed on the Data in *Measuring Up 2000*, by Peter Ewell, available at www.highereducation.org.)

How does the report card account for the migration of people across state lines?
Migration affects two of the performance categories: participation and benefits. One of the indicators in the participation category accounts for the migration of young people, but the other indicator, due to limitations in the collection of the data, does not. To provide a context for the grades in participation, please see net migration for each state reported in the State Profiles section of *Measuring Up 2002* on the National Center's Web site (www.highereducation.org). In the benefits category, states receive credit for having an educated population since states reap the economic and societal rewards whether or not residents received their education in that state. With the exception of the benefits category, all other graded performance categories recognize states for developing rather than importing talent.

Does the report card evaluate graduate education and research?
No. Colleges and universities perform many valuable functions besides those measured in *Measuring Up 2002*, including research, graduate and professional education, public service, and economic development. *Measuring Up* focuses on education and training through the bachelor's degree because this is an area where all states have major policy responsibilities whether or not they have substantial commitment to other higher education functions. Systematic measures for the evaluation of research and graduate education are already available on a national basis.

How frequently are the report cards published?
Every two years. The next report cards will be released in 2004 and 2006.

How can I find out more about the report card or about my state's performance?
Visit the National Center's Web site at www.highereducation.org to:

- Compare any state with the best-performing states in each performance category.
- Compare states on their grades and indicator results in each performance category.
- Compare states on their improvement since *Measuring Up 2000*.
- Compare states on contextual information (such as demographic indicators and higher education appropriations).
- Identify gaps in state performance for ethnic and income groups.
- Download all or parts of *Measuring Up 2002*.
- Link directly to the sources that gathered the data.
- Obtain technical information for indicators, weights, and calculations.
- Find out more about the National Center for Public Policy and Higher Education.

HOW WE GRADE STATES

State grades (A, B, C, D, or F) in the five performance categories are based on that state's performance relative to other states.

Step 1. Identify indicators
Indicators, or measures, are selected for each performance category—preparation, participation, affordability, completion, and benefits. All indicators used in *Measuring Up*:

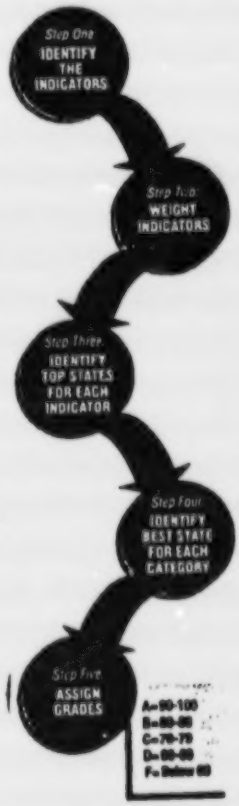
- are important in assessing performance in the category,
- are collected regularly by reliable, public sources that follow accepted practices for data collection,
- are comparable across the 50 states, and
- measure performance results.

Step 2. Weight indicators
Each indicator is assigned a weight based on its importance to the performance category.

Step 3. Identify top states for each indicator
State results, or raw scores, on each indicator are converted to an "index" scale of 0 to 100, using the top five states as the benchmark. This establishes a high, but achievable standard of performance.

Step 4. Identify best state for each category
State scores for each category are calculated from the state's results on the indicators and the indicators' weights. These category scores are converted to a "category index" scale of 0 to 100, based on the performance of the top state in the category.

Step 5. Assign grades
Grades are assigned based on the category index scores, using a grading scale common in many high school and college classes.



HOW WE MEASURE IMPROVEMENT

"Improvement since *Measuring Up 2000*" (described as "Improvement" or "No Improvement") measures a state's progress in relation to it's own previous results.

1. Compare each state's results* on the indicators in *Measuring Up 2000* with its results on the indicators in *Measuring Up 2002*
Measuring Up 2000 provided results on 30 indicators, or measures, of state performance in higher education. *Measuring Up 2002* provides updated results for each state.

2. Determine whether the state's performance on each comparable indicator improved or declined since *Measuring Up 2000*

3. In each performance category, identify whether the majority of each state's results improved
With the weights of indicators taken into account, if the majority of a state's results increased, then the state made "improvement" in that performance category.† If the majority of a state's results did not increase or remained the same, then the state made "no improvement" in that performance category.

For more information about indicators and calculations, see *Technical Guide: Documenting Methodology, Indicators, and Data Sources* at www.highereducation.org.

* The results, or raw scores, are the numerical values that each state receives on each indicator. (To see how results are converted to grades, see "Grading," page 189.)

† The "majority" here is a weighted majority. Each indicator is assigned the same weight as in grading (see "Grading," page 189). The only exceptions are in those performance categories where indicators have been added or refined, or where updated state information was not available; in those cases, the weights are adjusted proportionately.

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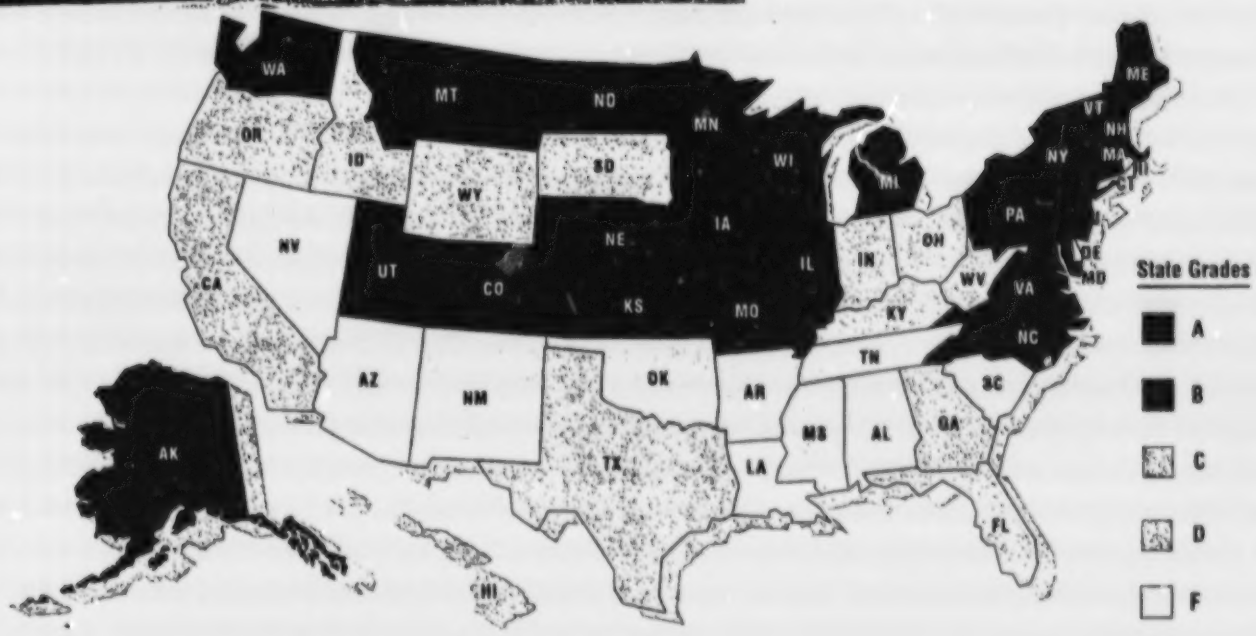
THE NATIONAL PICTURE: 2002 SNAPSHOT

PREPARATION



NATIONAL HIGHLIGHTS: PREPARATION

How adequately are students in each state being prepared for education or training beyond high school?

PREPARATION

High School Completion
High School Credential

K–12 Course Taking
Math Course Taking
Science Course Taking
Algebra in 8th Grade
Math Course Taking in 12th Grade

K–12 Student Achievement
Math Proficiency
Reading Proficiency
Science Proficiency
Writing Proficiency
Math Proficiency among Low-Income
College Entrance Exams
Advanced Placement Exams

Most young people in the United States attain a high school diploma, but the courses they take and the level of mastery they show over core subjects vary widely among states. In only a few states do large proportions of students take rigorous courses, demonstrate high levels of achievement, *and* graduate from high school.

High School Completion

Most states perform well in assuring that young people attain a high school diploma or a General Education Development (GED) diploma by age 24. But there are large gaps in the attainment of different ethnic and income groups within states.

- States range from a high of 95% (Maine) to a low of 74% (Arizona) on the percentage of their residents who earn a high school diploma or a General Education Development (GED) diploma by age 24.
- In 18 states, more than 90% of young people have a high school or GED diploma. In 29 states, more than 80% have one.
- In Arizona, 87% of white young adults have a high school or GED diploma, compared with 59% for all other races.
- In Georgia, 98% of young adults from high-income families have a high school or GED diploma, compared with 61% of young adults from low-income families.

K–12 Course Taking

Students who take and do well in rigorous high school courses tend to enroll in and graduate from college in greater numbers than other students. State performance on these measures indicates that a low proportion of all students are taking these kinds of challenging courses.

- The best-performing state in math course taking is North Carolina, where 61% of students take at least one upper-level math course. In New Mexico, the percentage of students who do so is about half that, 31%.
- In only 13 states do more than half of all high school students take an upper-level math course. No states reach this threshold in science course taking.

K–12 Student Achievement

The demonstrated proficiency of students on national assessments, college entrance exams, and Advanced Placement exams varies widely; for some of these tests, performance in the best states is four times that of the lowest-scoring states. Gaps within states are also high.

- In Connecticut, 44% of eighth graders score at or above proficient on national assessments of writing. In Mississippi, only 11% do so.
- Among all Connecticut eighth graders, the proportion demonstrating proficiency on national math assessments is 34%. However, the proportion of low-income eighth graders in Connecticut doing so is only 7%.

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Grades measure a state's performance in relation to other states.

A Connecticut, Massachusetts, Montana, New Jersey, Utah, Wisconsin **B** Alaska, Colorado, Illinois, Iowa, Kansas, Maine, Maryland, Michigan, Minnesota, Missouri, Nebraska, New Hampshire, New York, North Carolina, North Dakota, Pennsylvania, Vermont, Virginia, Washington **C** California, Delaware, Florida, Georgia, Hawaii, Idaho, Indiana, Kentucky, Ohio, Oregon, Rhode Island, South Dakota, Texas, West Virginia, Wyoming **D** Alabama, Arizona, Arkansas, Mississippi, Nevada, New Mexico, Oklahoma, South Carolina, Tennessee **F** Louisiana

Massachusetts is the top-performing state in preparation.

PARTICIPATION

NATIONAL HIGHLIGHTS: PARTICIPATION

Do state residents have sufficient opportunities to enroll in education or training beyond high school?

The opportunity to enroll in higher education varies widely across states. Within states, large gaps exist in the rates of enrollment of young people by ethnicity, family income, and level of parents' education.

Young Adults

In most states, less than half of high school students go on to college right after high school.

- In only five states do more than half of high school freshmen complete their diplomas and continue directly on to higher education. In most states, between 40 and 50% of high school freshmen complete high school and go on to higher education immediately.
- In 10 states, less than 30% of all young adults (ages 18 to 24) are enrolled in college.
- The proportion of high school students who finish high school and go on to college in Massachusetts (54%) is almost double the proportion who do so in Arizona (28%).
- 43% of young adults (ages 18 to 24) in Connecticut are enrolled in higher education, while only a quarter of those in Arkansas are.

Enrollment among different groups within states is highly uneven.

- In Colorado, 30% of white 18- to 24-year-olds are enrolled in higher education, compared with 15% for all other races.
- In South Carolina, 55% of 18- to 24-year-olds from high-income families are enrolled in higher education, compared with 16% of 18- to 24-year-olds from low-income families.
- In Alabama, 52% of 18- to 24-year-olds whose parents went to college are enrolled in college-level education, compared with 17% of 18- to 24-year-olds whose parents did not go to college.

PARTICIPATION

Young Adults
High School to College Rate
Young Adult Enrollment

Working-Age Adults
Working-Age Adult Enrollment

Working-Age Adults

The proportion of working-age adults (ages 25 to 49) enrolled part-time in education or training beyond high school is very low throughout the United States, and there are wide disparities among states.

- In New Mexico, 6% of working-age adults are enrolled part-time in college-level education or training programs. In Montana, only 1.5% are.

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Grades measure a state's performance in relation to other states.

A Connecticut, Illinois, Kansas, Massachusetts, Nebraska, New Jersey, New Mexico, Rhode Island B Arizona, California, Colorado, Delaware, Hawaii, Iowa, Maryland, Michigan, New Hampshire, New York, North Dakota, Pennsylvania, South Dakota, Virginia, Wisconsin, Wyoming C Idaho, Indiana, Kentucky, Maine, Minnesota, Missouri, Nevada, North Carolina, Ohio, Oklahoma, Utah, Vermont, Washington, West Virginia D Alabama, Alaska, Arkansas, Florida, Louisiana, Mississippi, Montana, Oregon, South Carolina, Tennessee, Texas F Georgia

Massachusetts is the top-performing state in participation.

THE NATIONAL PICTURE: 2002 SNAPSHOT

AFFORDABILITY

NATIONAL HIGHLIGHTS: AFFORDABILITY

How affordable is higher education for students and their families?

AFFORDABILITY

Family Ability to Pay
At Community Colleges
At Public 4-Year Colleges
At Private 4-Year Colleges

Strategies for Affordability
Need-Based Financial Aid
Low-Priced Colleges

Reliance on Loans
Low Student Debt

In all states, students and families are required to pay a substantial portion of their income to enroll in higher education. Few states offer both low-priced colleges and significant amounts of financial aid targeted to low-income students and families.

Family Ability to Pay

A family's ability to pay for college is determined by the share of family income needed to pay for tuition, fees, room and board, and other college expenses—minus financial aid.

- Students and families in Utah pay a smaller portion of their income for college than families in any other state. A combination of low tuitions, substantial financial aid, and solid family incomes means that Utah residents need to devote an average of about 16% of their income to attend public institutions and 21% to attend private institutions.
- The proportion of family income required to pay for higher education at public four-year institutions in Vermont is 38%—compared with 16% in Utah.

In many states, tremendous gaps exist among income groups concerning their ability to pay for college.

- Low-income families in Rhode Island must devote 76% of their income, after financial aid, to pay for college at two-year institutions. In contrast, high-income families need to devote only 7%.
- In New York, low-income families would pay 211% of their family income to attend private four-year institutions. High-income families devote just 18% of their income.

Strategies for Affordability

Most states make a comparatively low investment in need-based financial aid (aid directed to low-income students and their families). The average performance of the top five states in providing need-based financial aid is four times the average performance for the rest of the states.

- The top-performing state in providing need-based financial aid, Illinois, provides more grant aid than the federal government to Illinois residents. Pennsylvania, New Jersey, and Minnesota also provide more need-based grant aid than the federal government.
- Four states (Alaska, Georgia, South Dakota, and Wyoming) provide no need-based financial aid to state residents.
- Only four states (California, Colorado, Illinois, and Virginia) offer both low-cost colleges and high levels of need-based aid.

Reliance on Loans

- In six states, the average loan amount borrowed by undergraduate students is less than $3,000 annually. In one state, the average amount borrowed is above $4,000 per year.

Note: Many states received a lower grade on affordability in *Measuring Up 2002* than in *2000*. State grades measure how well a state performs in relationship to other states. California's exceptional performance since *Measuring Up 2000* resulted in a lower grade for most other states.

Grades measure a state's performance in relation to other states.

A California **B** Illinois, Minnesota, Utah, Virginia **C** Arkansas, Colorado, Connecticut, Iowa, Kansas, Kentucky, New Jersey, New Mexico, North Carolina, Oklahoma, Washington, Wisconsin **D** Alaska, Arizona, Florida, Georgia, Hawaii, Idaho, Indiana, Louisiana, Maryland, Massachusetts, Michigan, Mississippi, Missouri, Nebraska, Nevada, North Dakota, Pennsylvania, South Carolina, Tennessee, Texas, Wyoming **F** Alabama, Delaware, Maine, Montana, New Hampshire, New York, Ohio, Oregon, Rhode Island, South Dakota, Vermont, West Virginia

California is the top-performing state in affordability.

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COMPLETION

NATIONAL HIGHLIGHTS: COMPLETION

Do students make progress toward and complete their certificates and degrees in a timely manner?

In only a few states do large majorities of first-time, full-time students graduate from four-year institutions within five or six years. The completion of certificates and degrees varies widely among and within states.

Persistence

- In only half of the states do more than 50% of first-year students at community colleges return for their second year.

Completion

- In 27 states, less than half of first-time, full-time college students complete a bachelor's degree within five years of graduating from high school. Similarly, in 24 states, less than half of first-time, full-time students complete a bachelor's degree within six years of enrolling in college.
- Completion at four-year institutions, even in top-performing states, is low—in no state do more than 70% of students complete a degree within five or six years of enrollment.
- In Alabama, 24 certificates and degrees are awarded for every 100 students enrolled. This is more than double the number awarded in Nevada (9) per 100 students.

The completion of certificates and degrees varies widely within states as well:

- For every 100 black students enrolled in Wisconsin, 11 receive a certificate or degree. In comparison, for every 100 white students enrolled, 17 receive a certificate or degree.
- For every 100 Hispanic students enrolled in Illinois, 10 receive a certificate or degree. For every 100 white students enrolled, 16 receive a certificate or degree.

COMPLETION

Persistence
Students Returning at 2-Year Colleges
Students Returning at 4-Year Colleges

Completion
Bachelor's Degree Completion in 5 Years
Bachelor's Degree Completion in 6 Years
All Degree Completion

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Grades measure a state's performance in relation to other states.

A Alabama, Iowa, Massachusetts, New Hampshire, Pennsylvania, Rhode Island, Vermont, Washington B Connecticut, Delaware, Florida, Georgia, Idaho, Illinois, Indiana, Kansas, Maine, Maryland, Minnesota, Missouri, New Jersey, New York, North Carolina, North Dakota, Ohio, South Carolina, South Dakota, Virginia, Wisconsin, Wyoming C Arizona, Arkansas, California, Colorado, Hawaii, Kentucky, Michigan, Mississippi, Montana, Nebraska, Oklahoma, Oregon, Tennessee, Texas, Utah, West Virginia D Louisiana, New Mexico F Alaska, Nevada

New Hampshire is the top-performing state in completion.

THE NATIONAL PICTURE: 2002 SNAPSHOT

BENEFITS

NATIONAL HIGHLIGHTS: BENEFITS

What benefits does the state receive as a result of having a highly educated population?

BENEFITS

Educational Achievement
Adults with Bachelor's Degree or Higher

Economic Benefits
Increased Income from Bachelor's Degree
Increased Income from Some College

Civic Benefits
Population Voting
Charitable Contributions

Adult Skill Levels
Quantitative Literacy
Prose Literacy
Document Literacy

The percentage of the state population with a bachelor's degree varies dramatically from one state to another—as do the resulting economic and civic benefits to the states.

Educational Achievement

- In Massachusetts, 36% of state residents have a bachelor's degree—double the 18% who have one in West Virginia.
- In 14 states, at least 30% of state residents have a bachelor's degree. In only one state (West Virginia) do less than 20% of state residents have this degree.

Large gaps also exist within states.

- In Colorado, 41% of the white population has a bachelor's degree, compared with 15% for all other residents.
- In seven states, the percentage of the white population with a bachelor's degree is more than double the percentage for all other residents.

Economic Benefits

- In Maryland, the total amount of personal income generated in the state is increased by 13% due to the population with a bachelor's degree. In Wyoming, the increase is only 5%.
- All education and training beyond high school, even if it does not result in a bachelor's degree, can have economic benefits for the state. In four states (Michigan, Delaware, Oregon, and California), the total amount of personal income in the state is increased by four percent or more as a result of state residents attending college without attaining a bachelor's degree. In four states (Missouri, Montana, South Dakota, and West Virginia) on the other hand, the increase is less than one percent.

Civic Benefits

Some states with more highly educated populations tend to have higher levels of civic benefits, such as voting and charitable giving.

- In Minnesota, where 32% of the adult population has a bachelor's degree, the rate of voting is the highest in the nation. Charitable giving among residents in the state is also among the highest in the nation.

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Grades measure a state's performance in relation to other states.

A California, Colorado, Connecticut, Delaware, Maryland, Massachusetts, Minnesota, Rhode Island **B** Arizona, Hawaii, Illinois, Michigan, New Hampshire, New Jersey, Oregon, Pennsylvania, Utah, Vermont, Virginia, Washington **C** Alabama, Alaska, Florida, Idaho, Indiana, Iowa, Kansas, Kentucky, Louisiana, Mississippi, Montana, Nebraska, Nevada, New Mexico, New York, North Dakota, Ohio, Oklahoma, South Carolina, Texas, Wisconsin **D** Arkansas, Georgia, Maine, Missouri, North Carolina, South Dakota, Tennessee, Wyoming **F** West Virginia

Colorado is the top-performing state in benefits.

LEARNING

NATIONAL HIGHLIGHTS: LEARNING

What do we know about student learning as a result of education and training beyond high school?

The degree to which students' knowledge and skills improve as a result of their education and training beyond high school is a key criterion for measuring state performance in higher education. All states receive an Incomplete in this category, as there is no information available to make state-by-state comparisons. For more information about this topic, please see "*Measuring Up* and Student Learning" by Margaret Miller (page 69) and "Grading Student Learning" by Peter Ewell (page 73).

LEARNING

?

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INCOMPLETE All states

THE NATIONAL PICTURE: IMPROVEMENT SINCE *MEASURING UP 2000*

PREPARATION

Since *Measuring Up 2000*, 30 states have improved in the majority of measures in preparing students for education and training beyond high school. A substantially higher proportion of students in grades 9 to 12 are taking upper-level math and science. Also, more 11th and 12th graders are taking and scoring well on college entrance and Advanced Placement exams. Twenty states have made no progress or have declined in the majority of measures in this performance category.

30 States Have Improved in the Majority of Measures

Alabama, Arizona, Arkansas, California, Connecticut, Delaware, Florida, Georgia, Idaho, Kentucky, Louisiana, Maine, Maryland, Minnesota, Mississippi, Missouri, Nevada, New York, North Carolina, North Dakota, Oregon, Pennsylvania, Rhode Island, South Carolina, South Dakota, Tennessee, Texas, Utah, Virginia, and West Virginia

4 States Have Improved in All Measures

Maine, New York, Tennessee, and Virginia

Examples of Improvements from *Measuring Up 2000* to *Measuring Up 2002*

8th grade students taking Algebra

Arkansas: 8% to 23%
California: 21% to 33%
Indiana: 8% to 11%
West Virginia: 19% to 24%

9th to 12th graders taking at least one upper-level math course

Alabama: 27% to 34%
Texas: 46% to 56%
West Virginia: 42% to 56%

9th to 12th graders taking at least one upper-level science course

Alabama: 19% to 23%
New York: 28% to 34%
Utah: 30% to 36%
West Virginia: 26% to 39%

8th graders scoring at or above proficient on the national assessment of math

Alabama: 12% to 16%
Kentucky: 16% to 21%
Louisiana: 7% to 12%
North Carolina: 20% to 30%

Number of scores that are 3 or higher on an Advanced Placement subject test per 1,000 high school juniors and seniors

Arkansas: 33 to 50
Oklahoma: 42 to 69
South Dakota: 38 to 54
Wyoming: 19 to 40

MEASURING PROGRESS

Grades measure a state's performance in relation to other states.

Improvement since *Measuring Up 2000* (described as "Improvement" or "No Improvement") measures a state's progress in relation to its own previous results.

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PARTICIPATION

Since *Measuring Up 2000*, 30 states have improved in the majority of measures in providing opportunities for residents to enroll in education and training beyond high school. The gains in this performance category, however, are relatively small. Twenty states have made no progress or declined in the majority of measures in enrolling residents, especially young adults, in educational programs beyond high school.

30 States Have Improved in the Majority of Measures

Arkansas, Colorado, Connecticut, Florida, Georgia, Hawaii, Idaho, Indiana, Iowa, Kentucky, Louisiana, Mississippi, Missouri, Nevada, New Hampshire, New Jersey, New Mexico, North Carolina, Ohio, Oklahoma, Pennsylvania, Rhode Island, South Carolina, South Dakota, Tennessee, Utah, Vermont, Washington, West Virginia, and Wyoming

7 States Have Improved in All Measures

Idaho, Indiana, Kentucky, Missouri, Nevada, New Mexico, and South Carolina

Examples of Improvements from *Measuring Up 2000* to *Measuring Up 2002*

High school freshmen enrolling in college within four years in any state

Louisiana: 31% to 35%
Maine: 39% to 43%
North Carolina: 34% to 40%

18- to 24-year-olds enrolling in college

Idaho: 27% to 32%
Nevada: 20% to 24%
New Mexico: 25% to 30%
South Carolina: 30% to 37%

25- to 49-year-olds enrolled part-time in some type of postsecondary education

Arkansas: 2.1% to 2.7%
Nevada: 4.4% to 5.4%
New Mexico: 4.9% to 6.0%

MEASURING PROGRESS

Grades measure a state's performance in relation to other states.

Improvement since *Measuring Up 2000* (described as "Improvement" or "No Improvement") measures a state's progress in relation to its own previous results.

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THE NATIONAL PICTURE: IMPROVEMENT SINCE *MEASURING UP 2000*

AFFORDABILITY

Since *Measuring Up 2000*, 41 states have improved in the majority of measures in providing students and families with an affordable higher education. Since the most recent data used to calculate affordability are from 2000, these improvements reflect the gains made in the late 1990s. Unfortunately, these gains are likely to slip away due to recent tuition increases, declines in family income, and decreased state support for higher education (see "Tuition is Rising as States Face Budget Difficulties," by William Trombley, page 60).

41 States Have Improved in the Majority of Measures

Alabama, Alaska, Arizona, Arkansas, California, Colorado, Connecticut, Florida, Georgia, Hawaii, Idaho, Illinois, Indiana, Kansas, Kentucky, Louisiana, Maine, Maryland, Massachusetts, Michigan, Minnesota, Mississippi, Missouri, Montana, New Hampshire, New Jersey, New York, North Carolina, North Dakota, Ohio, Oklahoma, Oregon, Pennsylvania, Rhode Island, South Carolina, Texas, Utah, Vermont, Virginia, Washington, and West Virginia

11 States Have Improved in All Measures

Connecticut, Florida, Illinois, Maine, Maryland, Massachusetts, Michigan, Missouri, Oklahoma, Texas, and Virginia

Examples of Improvements from *Measuring Up 2000* to *Measuring Up 2002*

Percent of income needed to pay for college expenses minus financial aid at community colleges (note: drop in percentage denotes improvement)

Georgia: 23% to 18%
Maine: 33% to 23%
Maryland: 26% to 20%
Missouri: 23% to 17%
Utah: 20% to 16%
Wisconsin: 23% to 17%

Percent of income needed to pay for college expenses minus financial aid at public four-year colleges and universities (note: drop in percentage denotes improvement)

Arkansas: 24% to 20%
Georgia: 24% to 18%
New York: 36% to 30%
Virginia: 27% to 21%

Percent of income needed to pay for college expenses minus financial aid at private four-year colleges and universities (note: drop in percentage denotes improvement)

Maine: 86% to 63%
Vermont: 73% to 61%

State grant aid targeted to low-income families as a percent of federal Pell Grant aid to low-income families

Arkansas: 21% to 34%
Florida: 10% to 16%
South Carolina: 24% to 36%

MEASURING PROGRESS

Grades measure a state's performance in relation to other states.

Improvement since *Measuring Up 2000* (described as "Improvement" or "No Improvement") measures a state's progress in relation to its own previous results.

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COMPLETION

Since *Measuring Up 2000*, 26 states have improved on the majority of indicators measuring student progress toward the completion of their certificates and degrees. The level of improvement, however, is relatively small. Twenty-four states have made no progress or have declined in the majority of measures in this performance category.

26 States Have Improved in the Majority of Measures

Alabama, Arizona, Arkansas, California, Colorado, Delaware, Georgia, Hawaii, Idaho, Iowa, Kentucky, Missouri, Montana, Nebraska, New Hampshire, New Jersey, New Mexico, Oklahoma, Oregon, South Dakota, Tennessee, Texas, Utah, Vermont, Washington, and Wyoming

5 States Have Improved in All Measures

Alabama, Arkansas, Idaho, New Hampshire, and Utah

Examples of Improvements from *Measuring Up 2000* to *Measuring Up 2002*

First-year community college students returning their second year

Delaware: 40% to 48%
Washington: 38% to 49%
West Virginia: 42% to 52%

Certificates, degrees, and diplomas awarded at all colleges and universities per 100 undergraduate students

Alabama: 18 to 24
Arizona: 14 to 17

MEASURING PROGRESS

Grades measure a state's performance in relation to other states.

Improvement since *Measuring Up 2000* (described as "Improvement" or "No Improvement") measures a state's progress in relation to its own previous results.

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THE NATIONAL PICTURE: IMPROVEMENT SINCE *MEASURING UP 2000*

BENEFITS

Since *Measuring Up 2000*, 29 states have improved in the majority of measures in the benefits that accrue to the state as a result of having an educated population. Most of the progress has been in the percentage of the population holding a bachelor's degree, and in the economic benefits to the state as a result of this high level of education.

29 States Have Improved in the Majority of Measures

Alabama, California, Connecticut, Delaware, Florida, Hawaii, Indiana, Iowa, Kentucky, Louisiana, Massachusetts, Michigan, Minnesota, Nevada, New Hampshire, New Jersey, New Mexico, New York, North Carolina, North Dakota, Ohio, Oklahoma, Oregon, Pennsylvania, South Dakota, Texas, Utah, Vermont, and Wisconsin

14 States Have Improved in Almost All Measures

Alabama, Delaware, Florida, Indiana, Iowa, Kentucky, Louisiana, Massachusetts, Michigan, New Hampshire, North Dakota, Texas, Utah, and Wisconsin

Examples of Improvements from *Measuring Up 2000* to *Measuring Up 2002*

Population aged 25 to 65 with bachelor's degree or higher

Kentucky: 20% to 22%
Louisiana: 20% to 23%
South Dakota: 24% to 27%

Increase in total personal income as a result of the percentage of the population holding a bachelor's degree

Delaware: 10% to 12%
Hawaii: 7% to 9%
Indiana: 7% to 9%

MEASURING PROGRESS

Grades measure a state's performance in relation to other states.

Improvement since *Measuring Up 2000* (described as "Improvement" or "No Improvement") measures a state's progress in relation to its own previous results.

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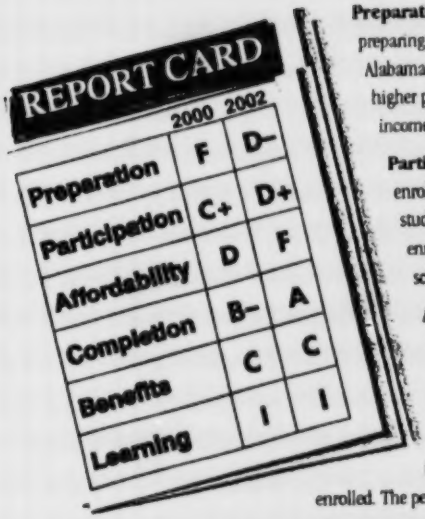
ALABAMA



Preparation: Improvement since *Measuring Up 2000* – Higher Grade. Since *Measuring Up 2000*, Alabama has improved in preparing students for education beyond high school, yet its performance remains poor when compared with other states. The percentage of Alabama's young adults earning a high school diploma or a General Education Development (GED) diploma by age 24 is still fairly high. A higher proportion of Alabama high school students take upper-level math or science courses. And 8th graders—especially those from low-income families—have improved their performance on national assessments of math.

Participation: No Improvement since *Measuring Up 2000* – Lower Grade. A lower proportion of Alabama residents now enroll in education or training programs beyond high school than reported in *Measuring Up 2000*. The percentage of high school students who go on to college immediately after high school is still low. A fair percentage of Alabama's young adults (ages 18 to 24) enroll in college-level education. But part-time enrollment of working-age adults (ages 25 to 49) in education or training beyond high school is very low, and has dropped notably since *Measuring Up 2000*.

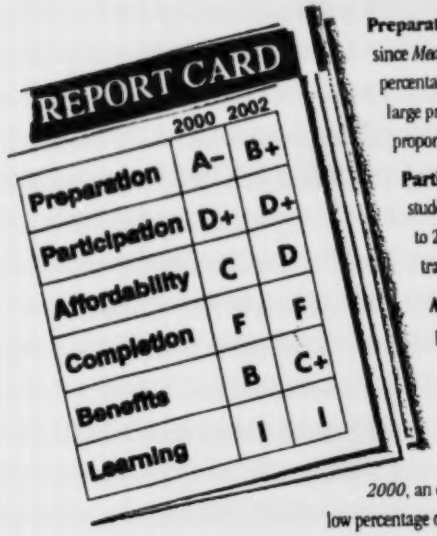
Affordability: Improvement since *Measuring Up 2000* – Lower Grade. Since *Measuring Up 2000*, Alabama has improved in lowering the share of family income required to attend a public two-year, four-year, or private college or university. Alabama provides almost no need-based financial aid for students from low-income families. Although Alabama improved in this category, other states improved more, so Alabama's grade dropped.

Completion: Improvement since *Measuring Up 2000* – Higher Grade. Since *Measuring Up 2000*, Alabama has improved to become the top-performing state in the proportion of students completing certificates and degrees relative to the number enrolled. The percentages of first-year students at two- and four-year colleges returning for their second year have also increased.

Benefits: Improvement since *Measuring Up 2000* – No Change in Grade. The proportion of Alabama residents with a bachelor's degree has increased since *Measuring Up 2000*, but the economic gains to the state are comparatively smaller than in other states. Alabama residents' contributions to the civic good are very high, as measured by charitable contributions and the percentage of residents who vote.

Learning. Based on available information on student learning, it is not possible to make systematic state-by-state comparisons.

ALASKA



Preparation: No Improvement since *Measuring Up 2000* – Lower Grade. Alaska has seen some improvements in preparation since *Measuring Up 2000*, but has not improved in the majority of measures in this category. The state has become a top performer in the percentage of young adults who earn a high school diploma or a General Education Development (GED) diploma by age 24. However, the large proportion of high school juniors and seniors who take and score well on college entrance exams shows a decline, as does the very low proportion performing well on Advanced Placement tests.

Participation: No Improvement since *Measuring Up 2000* – No Change in Grade. A very low percentage of Alaska's students go on to college immediately after high school. Consistent with *Measuring Up 2000*, a fair percentage of young adults (ages 18 to 24) are enrolled in college-level education. The proportion of Alaska's working-age adults (ages 25 to 49) enrolled in education or training beyond high school is also fair.

Affordability: Improvement since *Measuring Up 2000* – Lower Grade. Alaska continues to compare well with the best-performing states on the share of family income required, after financial aid, to attend public two- and four-year colleges and universities. Alaska also retains its top standing on the same measure for private four-year institutions. However, the state still makes no investment in financial aid for low-income students and families. Because other states improved more in this category, Alaska's grade dropped.

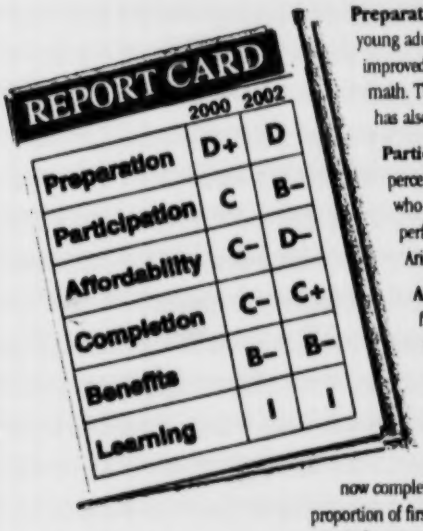
Completion: No Improvement since *Measuring Up 2000* – No Change in Grade. Compared with *Measuring Up 2000*, an even lower proportion of college students complete certificates and degrees relative to the number of students enrolled. An extremely low percentage of first-time, full-time college students complete a bachelor's degree within five years of finishing high school. The percentage of first-time, full-time students who earn the degree within six years of enrolling in college is very low.

Benefits: No Improvement since *Measuring Up 2000* – Lower Grade. The proportion of Alaska residents with a bachelor's degree has decreased since *Measuring Up 2000*, and the economic benefits to the state are low. However, state residents contribute to the civic good, as measured by charitable contributions and voting; the state is a top performer in the percentage of residents who vote.

Learning. Based on available information on student learning, it is not possible to make systematic state-by-state comparisons.

Grades measure a state's performance in relation to other states. Improvement since Measuring Up 2000 (described as "Improvement" or "No Improvement") measures a state's progress in relation to its own previous results.

ARIZONA



Preparation: Improvement since *Measuring Up 2000* – Lower Grade. Since *Measuring Up 2000*, the proportion of Arizona's young adults who earn a high school diploma or a General Education Development (GED) diploma by age 24 has dropped. Yet the state has improved considerably in the percentage of 8th graders—including the lowest-income students—doing well on national assessments of math. The proportion of high school juniors and seniors taking and receiving high scores in college entrance and Advanced Placement exams has also increased. Yet because of other states' greater improvement, Arizona's grade has dropped.

Participation: No Improvement since *Measuring Up 2000* – Higher Grade. Consistent with *Measuring Up 2000*, a very low percentage of Arizona high school students enroll in college immediately after high school. The proportion of young adults (ages 18 to 24) who enroll in college-level education is also low, and has declined since the earlier report. However, Arizona continues to be a best-performing state in the percentage of working-age adults (ages 25 to 49) enrolled part-time in education or training beyond high school. Arizona made no improvement in this category, but because other states declined, it received a higher grade.

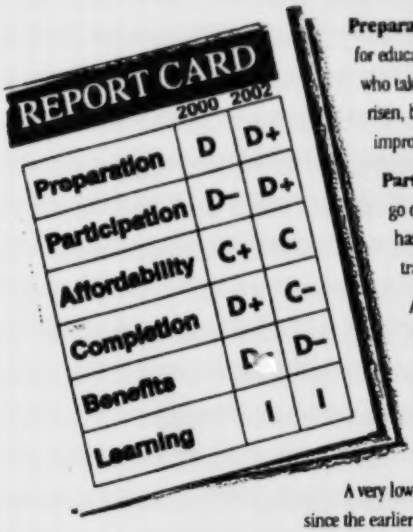
Affordability: Improvement since *Measuring Up 2000* – Lower Grade. The share of family income required, after financial aid, to attend Arizona's public four-year colleges and universities has decreased, although it remains fairly high compared with other states. Arizona continues to make almost no investment in financial aid for low-income students and families. However, Arizona is among the best-performing states in the low share of income that the state's poorest families need to pay to attend community college. While the state has improved in the category, other states' greater improvement resulted in a lower grade for Arizona.

Completion: Improvement since *Measuring Up 2000* – Higher Grade. A fairly high proportion of Arizona students now complete certificates and degrees relative to the number enrolled, showing considerable improvement since *Measuring Up 2000*. The fair proportion of first-year students at community colleges returning for their second year has also improved. The percentage of freshmen at public and private four-year colleges and universities who return for their sophomore year remains high. A low percentage of first-time, full-time college students earn their bachelor's degree within five years of finishing high school. But a fairly high percentage of first-time, full-time college students complete the degree within six years of enrolling in college.

Benefits: No Improvement since *Measuring Up 2000* – No Change in Grade. A fair proportion of Arizona residents have a bachelor's degree, and the economic benefits to the state are also fair. A low proportion of residents vote, but the state ranks very well relative to other states as measured by charitable contributions.

Learning. Based on available information on student learning, it is not possible to make systematic state-by-state comparisons.

ARKANSAS



Preparation: Improvement since *Measuring Up 2000* – Higher Grade. Although Arkansas has improved in preparing students for education beyond high school, the state's overall performance in this area remains poor. The proportion of Arkansas' high school students who take upper-level math and science courses has increased since *Measuring Up 2000*. The proportion of 8th graders taking algebra has risen, but remains fair compared with other states. The proportion of students taking and scoring well on Advanced Placement exams has improved, but remains very poor compared with other states.

Participation: Improvement since *Measuring Up 2000* – Higher Grade. A fair proportion of Arkansas' high school students go on to college immediately after high school. The percentage of young adults (ages 18 to 24) who enroll in college-level education has improved, though it remains very low. The percentage of working-age adults (ages 25 to 49) who enroll part-time in education or training beyond high school has also improved, though it is very low as well.

Affordability: Improvement since *Measuring Up 2000* – Lower Grade. Since *Measuring Up 2000*, Arkansas has lowered the share of family income required to attend public two- and four-year colleges. The state is a top performer in the low share of family income required, after financial aid, for students to attend the state's private institutions. Yet the state still invests little in financial aid for low-income students. Because other states have improved more in this category, Arkansas' grade dropped.

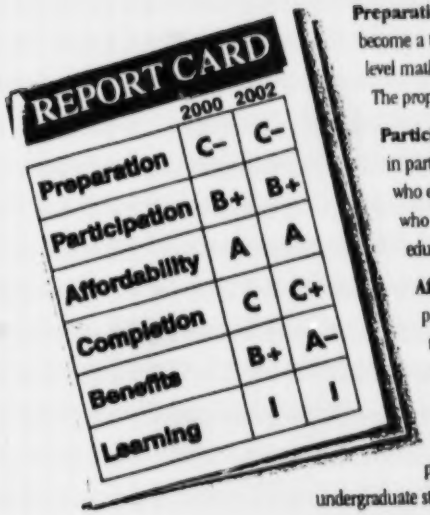
Completion: Improvement since *Measuring Up 2000* – Higher Grade. The large proportion of Arkansas' first-year students at two- and four-year colleges and universities who return for their second year has increased since *Measuring Up 2000*. A very low percentage of first-time, full-time college students earn a bachelor's degree within five years of finishing high school, an increase since the earlier report.

Benefits: No Improvement since *Measuring Up 2000* – No Change in Grade. Arkansas has seen some improvements in benefits since *Measuring Up 2000*, but has not improved in the majority of measures in this category. The proportion of state residents with a bachelor's degree has increased, but it still remains very low compared with other states, and the economic benefits to the state are low. Arkansas residents contribute substantially to the civic good as measured by charitable giving.

Learning. Based on available information on student learning, it is not possible to make systematic state-by-state comparisons.

Grades measure a state's performance in relation to other states. Improvement since Measuring Up 2000 (described as "Improvement" or "No Improvement") measures a state's progress in relation to its own previous results.

CALIFORNIA



Preparation: Improvement since *Measuring Up 2000* – No Change in Grade. Since *Measuring Up 2000*, California has become a top performer in the percentage of 8th graders enrolled in algebra. However, a low percentage of high school students enroll in upper-level math and science courses. Also, the proportion of California's low-income 8th graders who score well on math assessments has dropped. The proportion of high school juniors and seniors who take and score well on Advanced Placement tests has increased.

Participation: No Improvement since *Measuring Up 2000* – No Change in Grade. California has seen some improvements in participation since *Measuring Up 2000*, but has not improved in the majority of measures in this category. The percentage of students who enroll in college immediately after high school has dropped considerably. However, the proportion of young adults (ages 18 to 24) who enroll in college-level education is still large. And the proportion of working-age adults (ages 25 to 49) enrolled part-time in education or training beyond high school has increased.

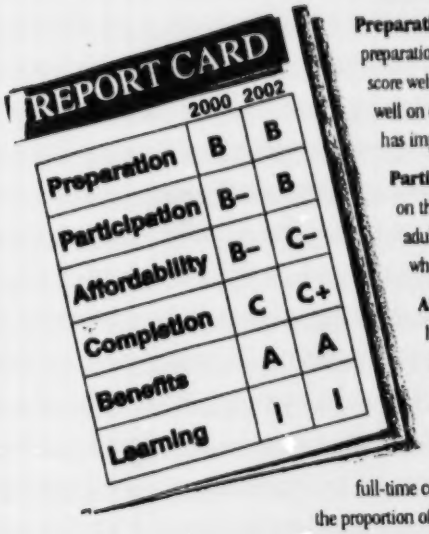
Affordability: Improvement since *Measuring Up 2000* – No Change in Grade. California shows improvement in providing financial aid to low-income families. California families must still devote a high share of family income, after financial aid, to attend public four-year colleges and universities. However, the very low share of family income that the state's poorest families need to pay for tuition at community colleges makes California far and away the top performer in this category.

Completion: Improvement since *Measuring Up 2000* – Higher Grade. California is a top-performing state in the percentage of freshmen at public and private four-year colleges and universities who return for their sophomore year. A very large percentage of first-time, full-time college students attain a bachelor's degree within six years of enrolling. The proportion of undergraduate students who complete certificates and degrees, relative to the number enrolled, remains low.

Benefits: Improvement since *Measuring Up 2000* – Higher Grade. Consistent with *Measuring Up 2000*, a high percentage of California residents have a bachelor's degree, and the economic benefits to the state are very high. California is also a top-performing state in the economic benefits from residents who have some college education but do not have a bachelor's degree. California residents contribute to the civic good, as measured by charitable contributions.

Learning. Based on available information on student learning, it is not possible to make systematic state-by-state comparisons.

COLORADO



Preparation: No Improvement since *Measuring Up 2000* – No Change in Grade. Colorado has seen some improvements in preparation since *Measuring Up 2000*, but has not improved in the majority of measures in this category. A fair proportion of 8th graders score well on national assessments of math. The state remains a top performer in the proportion of high school students who take and score well on college entrance exams. Although a low proportion of high school students take and score well on Advanced Placement tests, the state has improved on this measure.

Participation: Improvement since *Measuring Up 2000* – Higher Grade. Since *Measuring Up 2000*, Colorado has improved on the proportion of students in the state who go on to college immediately after high school. Also, a very high percentage of working-age adults (ages 25 to 49) enroll part-time in education or training beyond high school. But the proportion of young adults (ages 18 to 24) who enroll in college-level education has decreased.

Affordability: Improvement since *Measuring Up 2000* – Lower Grade. Since *Measuring Up 2000*, Colorado has lowered the proportion of family income, after financial aid, required to attend public two- and four-year colleges and universities. But the state invests little in need-based financial aid for low-income students and their families. Because other states have improved more in this category, Colorado's grade has dropped.

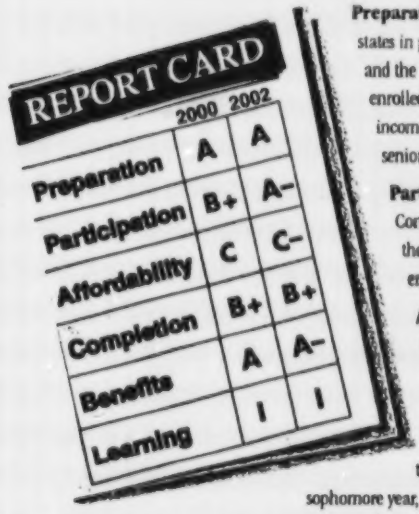
Completion: Improvement since *Measuring Up 2000* – Higher Grade. A fair percentage of Colorado's first-year community college students return for their second year, an improvement since *Measuring Up 2000*. The percentage of first-time, full-time college students who earn their bachelor's degree within five years of finishing high school remains only fair. The state has improved in the proportion of students completing certificates and degrees relative to the number enrolled.

Benefits: No Improvement since *Measuring Up 2000* – No Change in Grade. Relative to other states, Colorado is now the top performer in this category. Colorado is a top-performing state in the proportion of residents with a bachelor's degree, but the benefit to the state's economy has decreased. State residents contribute substantially to the civic good, as measured by voting and charitable contributions.

Learning. Based on available information on student learning, it is not possible to make systematic state-by-state comparisons.

Grades measure a state's performance in relation to other states. Improvement since Measuring Up 2000 (described as "Improvement" or "No Improvement") measures a state's progress in relation to its own previous results.

CONNECTICUT



Preparation: Improvement since *Measuring Up 2000* – No Change in Grade. Connecticut remains one of the top-performing states in preparation. Since *Measuring Up 2000*, a higher proportion of high school students are taking upper-level math and science courses, and the state is a top performer in 12th graders enrolled in upper-level math. The state is also a top performer in the percentage of 8th graders enrolled in algebra, and in the proportion of 8th graders who perform well on national assessments in math, although the proportion of low-income 8th graders who score well on those tests is very low. The state is also a top performer in the proportion of high school juniors and seniors who take and score well on Advanced Placement exams.

Participation: Improvement since *Measuring Up 2000* – Higher Grade. The proportion of high school students in Connecticut who go on to college immediately after high school has increased since *Measuring Up 2000*. The state is a top performer in the percentage of young adults (ages 18 to 24) enrolled in college-level education. But a low percentage of working-age adults (25 to 49) enroll in education or training beyond high school.

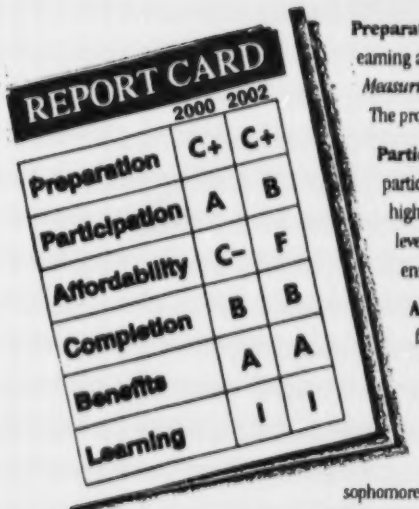
Affordability: Improvement since *Measuring Up 2000* – Lower Grade. Connecticut has improved on every measure in this category, but because of other states' greater improvement, Connecticut's grade dropped. Families devote a moderate share of family income, after financial aid, to attend public two- and four-year colleges. And the state has become a top performer in investing in financial aid for low-income students and families.

Completion: No Improvement since *Measuring Up 2000* – No Change in Grade. Connecticut continues to be a top performer in the proportion of freshmen at the state's public and private four-year colleges and universities who return for their sophomore year, as well as in the proportion of first-time, full-time students who earn a bachelor's degree within five years of completing high school. However, the state's performance dropped substantially in the proportion of first-year community colleges students who return for their second year.

Benefits: Improvement since *Measuring Up 2000* – Lower Grade. Connecticut continues to be a top performer in the percentage of residents who have a bachelor's degree, and in the economic benefits to the state. State residents continue to contribute substantially to the civic good; the state is a top performer in charitable giving. However, because other states improved more in this category, Connecticut's grade dropped.

Learning. Based on available information on student learning, it is not possible to make systematic state-by-state comparisons.

DELAWARE



Preparation: Improvement since *Measuring Up 2000* – No Change in Grade. The percentage of Delaware's young adults earning a high school diploma or a General Education Development (GED) diploma by age 24 remains very high, and has increased since *Measuring Up 2000*. But the proportion of the state's high school students who take and score well on college entrance exams remains low. The proportion who take and score well on Advanced Placement tests has increased, but is still only fair.

Participation: No Improvement since *Measuring Up 2000* – Lower Grade. Delaware has seen some improvements in participation since *Measuring Up 2000*, but has not improved in the majority of measures in this category. A fairly good proportion of high school students go on to college immediately after high school. The proportion of young adults (ages 18 to 24) enrolling in college-level education has increased. But Delaware's standing has dropped to fair in the percentage of working-age adults (ages 25 to 49) enrolling in education or training beyond high school.

Affordability: No Improvement since *Measuring Up 2000* – Lower Grade. Since *Measuring Up 2000*, the share of family income, after financial aid, that Delaware students and families must pay to attend public two- and four-year colleges and universities has increased. Also, the state's poorest families must now pay a higher proportion of their income to attend the state's lowest-priced colleges. And Delaware provides very little need-based financial aid to low-income families.

Completion: Improvement since *Measuring Up 2000* – No Change in Grade. Since *Measuring Up 2000*, Delaware has achieved top-performing standing in the percentage of freshmen at four-year colleges and universities who return for their sophomore year. A very high proportion of first-time, full-time college students complete their bachelor's degree within six years of enrolling. The proportion of undergraduate students completing certificates and degrees relative to the number enrolled remains only fair.

Benefits: Improvement since *Measuring Up 2000* – No Change in Grade. A good proportion of Delaware residents have a bachelor's degree, up from *Measuring Up 2000*, and the state is a top performer in the level of economic benefits the state receives. The state's residents contribute substantially to the civic good, as measured by voting and especially charitable contributions.

Learning. Based on available information on student learning, it is not possible to make systematic state-by-state comparisons.

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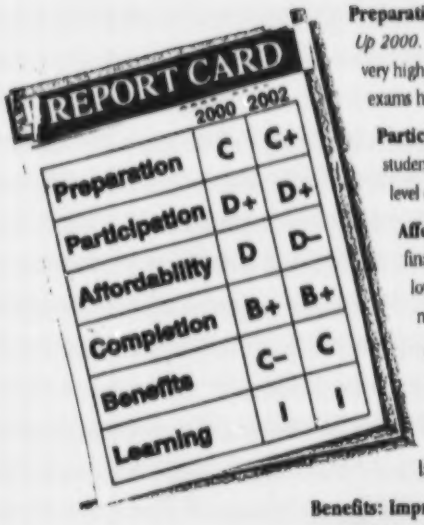
FLORIDA



Preparation: Improvement since *Measuring Up 2000* – Higher Grade. Florida has improved in this category since *Measuring Up 2000*. The percentage of young adults who earn a high school diploma or a General Education Development (GED) diploma by age 24 is very high, and has increased. The percentages of high school students who take and score well on college entrance and Advanced Placement exams have also increased.

Participation: Improvement since *Measuring Up 2000*. Compared with *Measuring Up 2000*, a lower percentage of Florida students go on to college immediately after high school. A fair proportion of the state's young adults (ages 18 to 24) now enroll in college-level education. A fairly low percentage of adults (ages 25 to 49) enroll part-time in education or training beyond high school.

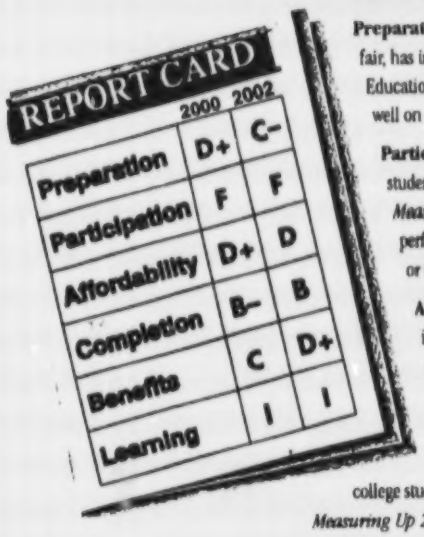
Affordability: Improvement since *Measuring Up 2000* – Lower Grade. The share of family income required, after financial aid, to attend two-year colleges is fairly high. The share of income that the state's poorest families need to pay to attend the lowest-priced colleges has decreased since *Measuring Up 2000*, but remains high relative to other states. The state's investment in need-based financial aid remains very low. Because of other states' greater improvements in this category, Florida's grade dropped.

Completion: No Improvement since *Measuring Up 2000* – No Change in Grade. Florida is a top performer in the proportion of first-year students at community colleges who return for their second year. Also, a very high percentage of freshmen at four-year colleges and universities return for their sophomore year. The percentage of first-time, full-time college students who earn a bachelor's degree within five years of finishing high school is still only fair, and has decreased since *Measuring Up 2000*. Yet a large proportion of college students complete certificates and degrees relative to the number enrolled.

Benefits: Improvement since *Measuring Up 2000* – Higher Grade. The proportion of Florida residents who have a bachelor's degree has increased since *Measuring Up 2000*, but the economic benefits to the state are fairly low. State residents contribute substantially to the civic good, as measured by voting and especially by charitable contributions.

Learning. Based on available information on student learning, it is not possible to make systematic state-by-state comparisons.

GEORGIA



Preparation: Improvement since *Measuring Up 2000* – Higher Grade. Georgia's performance in this category, although only fair, has improved since *Measuring Up 2000*. The percentage of Georgia's young adults who earn a high school diploma or General Education Development (GED) diploma by age 24 remains high. A larger proportion of high school students in the state take and score well on college entrance and Advanced Placement exams, although the state's performance on those measures remains poor.

Participation: Improvement since *Measuring Up 2000* – No Change in Grade. The percentage of Georgia high school students who go on to college immediately after high school remains very poor compared with other states, but it has improved since *Measuring Up 2000*. A very small percentage of young adults (ages 18 to 24) enroll in college-level education, and Georgia's performance on this measure has dropped. The proportion of working-age adults (ages 25 to 49) who enroll part-time in education or training beyond high school shows an increase, but remains very low.

Affordability: Improvement since *Measuring Up 2000* – Lower Grade. Since *Measuring Up 2000*, Georgia has improved in lowering the share of family income that students and families must pay, after financial aid, to attend public two-year colleges. Georgia is a top-performing state on the same measure for public four-year colleges and universities. However, Georgia makes no investment in need-based financial aid for lower-income students, and this contributes to the state's poor grade. Because other states improved more in this category, Georgia's grade dropped.

Completion: Improvement since *Measuring Up 2000* – Higher Grade. The percentage of first-time, full-time college students who earn a bachelor's degree within five years of finishing high school remains low in Georgia, and has decreased since *Measuring Up 2000*. Yet the proportion of students completing certificates and degrees relative to the number enrolled has increased, and is now very large.

Benefits: No Improvement since *Measuring Up 2000* – Lower Grade. Only a fair proportion of Georgia residents have a bachelor's degree, and the economic benefits to the state are very low. State residents contribute to the civic good, as measured by the fair percentage who vote, and by the state's very good level of charitable contributions.

Learning. Based on available information on student learning, it is not possible to make systematic state-by-state comparisons.

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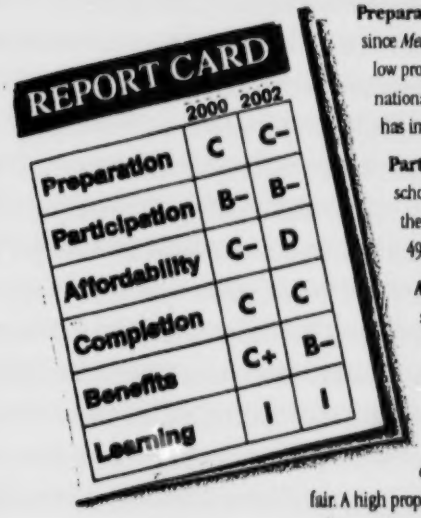
HAWAII



Preparation: No Improvement since *Measuring Up 2000* – Lower Grade. Hawaii has seen some improvements in preparation since *Measuring Up 2000*, but has not improved in the majority of measures in this category. The state shows no improvement in the very low proportion of 8th graders who score well on national math assessments. Also, a very low percentage of 8th graders perform well on national science exams. However, the proportion of Hawaii's 11th and 12th graders taking and scoring well on Advanced Placement exams has improved.

Participation: Improvement since *Measuring Up 2000* – No Change in Grade. A fairly low proportion of Hawaii's high school students go on to college immediately after high school, decreasing since *Measuring Up 2000*. Hawaii is now a top performer in the percentage of young adults (ages 18 to 24) who enroll in college-level education. The proportion of working-age adults (ages 25 to 49) who enroll part-time in education or training beyond high school remains low.

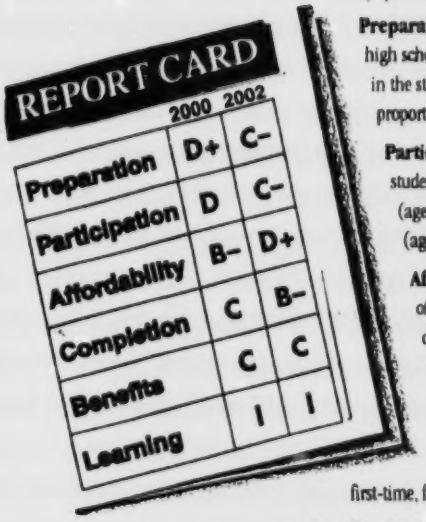
Affordability: Improvement since *Measuring Up 2000* – Lower Grade. Hawaii compares well with the best-performing states in the share of family income needed, after financial aid, to attend two-year colleges. However, the share of family income needed to attend four-year colleges is fair, despite improvement. Hawaii is now a top-performing state in the low share of income that the state's poorest families need to pay to attend the state's lowest-priced colleges. However, because other states improved more in this category, Hawaii's grade dropped.

Completion: Improvement since *Measuring Up 2000* – No Change in Grade. The proportion of first-year community college students in Hawaii who return for their second year has improved since *Measuring Up 2000*, but remains only fair. A high proportion of freshmen at four-year colleges and universities return for their sophomore year. A very low proportion of first-time, full-time college students earn a bachelor's degree within five years of finishing high school. Yet the proportion of undergraduate students who complete certificates and degrees relative to the number enrolled has increased, and is fairly large.

Benefits: Improvement since *Measuring Up 2000* – Higher Grade. The percentage of Hawaii residents who have a bachelor's degree has increased, and the economic benefits to the state have also improved. State residents contribute to the civic good, particularly as measured by charitable contributions.

Learning. Based on available information on student learning, it is not possible to make systematic state-by-state comparisons.

IDAHO



Preparation: Improvement since *Measuring Up 2000* – Higher Grade. Since *Measuring Up 2000*, the proportion of Idaho's high school students taking upper-level science has increased, although it is still very small. Similarly, a fair proportion of high school students in the state are taking upper-level math. The proportion of 8th graders taking algebra has increased but remains low. However, a fairly large proportion of 8th graders, including low-income 8th graders, perform well on national assessments of math and especially science.

Participation: Improvement since *Measuring Up 2000* – Higher Grade. A fairly low proportion of Idaho's high school students go on to college immediately after high school. Consistent with *Measuring Up 2000*, the proportion of working-age adults (ages 25 to 49) enrolled part-time in education or training beyond high school remains very low. But the percentage of young adults (ages 18 to 24) enrolled in college-level education has increased notably, to a fairly large proportion.

Affordability: Improvement since *Measuring Up 2000* – Lower Grade. Compared with *Measuring Up 2000*, the share of family income needed, after financial aid, to attend Idaho's public and private two- and four-year colleges and universities has decreased; the state now performs well on each of these measures. However, Idaho continues to invest almost nothing in financial aid for low-income students and families. Idaho's grade dropped because of other states' greater improvements in this category.

Completion: Improvement since *Measuring Up 2000* – Higher Grade. Since *Measuring Up 2000*, Idaho has improved the percentage of freshmen at four-year colleges and universities who return for their second year. Also, the proportion of undergraduate students who complete certificates and degrees relative to the number enrolled is very high. But the proportion of first-time, full-time students completing a bachelor's degree within six years of enrolling in college is only fair.

Benefits: No Improvement since *Measuring Up 2000* – No Change in Grade. The percentage of Idaho residents who have a bachelor's degree remains low, and the economic benefits to the state are very low. A good percentage of state residents vote, and charitable contributions are good.

Learning. Based on available information on student learning, it is not possible to make systematic state-by-state comparisons.

BEST COPY AVAILABLE

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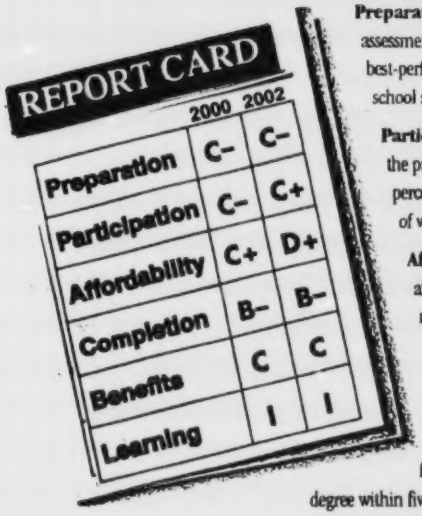
ILLINOIS



Preparation: No Improvement since *Measuring Up 2000* – Lower Grade. Illinois' 8th graders perform fairly well on national assessments of math, but low-income 8th graders perform very poorly on these exams. Consistent with *Measuring Up 2000*, Illinois remains a best-performing state on the proportion of high school students who score well on college entrance exams. However, the percentage of high school students taking and scoring well on Advanced Placement exams is low.

Participation: No Improvement since *Measuring Up 2000* – No Change in Grade. Consistent with *Measuring Up 2000*, the proportion of high school students in Illinois who go on to college immediately after high school remains high. A fairly high percentage of young adults (ages 18 to 24) enroll in college-level education. Illinois retains its top-performing standing in the proportion of working-age adults (ages 25 to 49) enrolled part-time in education or training beyond high school.

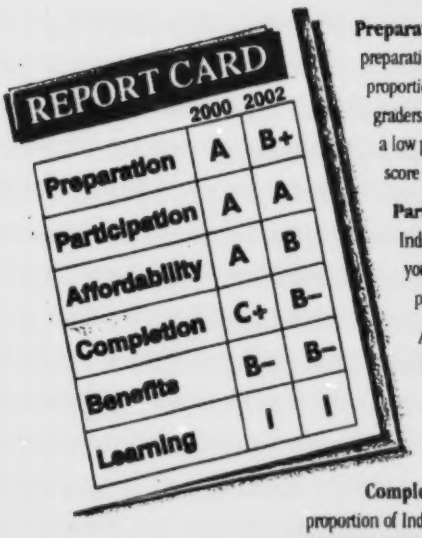
Affordability: Improvement since *Measuring Up 2000* – Lower Grade. In Illinois, the share of family income needed, after financial aid, to attend the state's community colleges has decreased since *Measuring Up 2000*, as has the share of income needed to attend public four-year colleges and universities. Also, Illinois remains a top-performing state in investing in financial aid to low-income families. However, the share of income that families must spend to attend the state's private four-year institutions has decreased. Because other states improved more in this category, Illinois' grade dropped.

Completion: No Improvement since *Measuring Up 2000* – Higher Grade. Consistent with *Measuring Up 2000*, a large proportion of first-year students at two-year colleges in Illinois return for their second year, and a very large proportion of freshmen at four-year institutions return for their sophomore year. The proportion of first-time, full-time students earning a bachelor's degree within five years of finishing high school remains high. But the percentage of college students who complete certificates and degrees relative to the number enrolled remains only fair. Illinois made no improvement in this category, but because other states declined, it received a higher grade.

Benefits: No Improvement since *Measuring Up 2000* – No Change in Grade. A high proportion of Illinois residents have a bachelor's degree, while the economic benefits to the state are fair. Illinois residents contribute substantially to the civic good, as measured by voting and charitable contributions.

Learning. Based on available information on student learning, it is not possible to make systematic state-by-state comparisons.

INDIANA



Preparation: No Improvement since *Measuring Up 2000* – No Change in Grade. Indiana has seen some improvements in preparation since *Measuring Up 2000*, but has not improved in the majority of measures in this category. The state shows a decline in the proportions of high school students taking upper-level math and science. While the state has had some improvement in the proportion of 8th graders taking algebra, that proportion remains very low. A very high percentage of 8th graders score well on national math assessments, but a low percentage of low-income 8th graders perform well on those tests. A higher proportion of Indiana's high school students take and score well on Advanced Placement exams, but this proportion is very low compared with other states.

Participation: Improvement since *Measuring Up 2000* – Higher Grade. Since *Measuring Up 2000*, the percentage of Indiana's high school students who go on to college immediately after high school has improved and is now high. A good percentage of young adults (ages 18 to 24) enroll in college-level education. But the proportion of working-age adults (ages 25 to 49) who enroll part-time in education or training beyond high school remains very low.

Affordability: Improvement since *Measuring Up 2000* – Lower Grade. The share of family income needed, after financial aid, to attend Indiana's public two- and four-year colleges and universities is fair. The share of income required for private four-year institutions is high, although it has improved. Indiana continues to invest a fair amount in financial aid for low-income students and families, but the share of income that the state's poorest families need to pay to attend community colleges is very high. Because other states improved more in this category, Indiana's grade dropped.

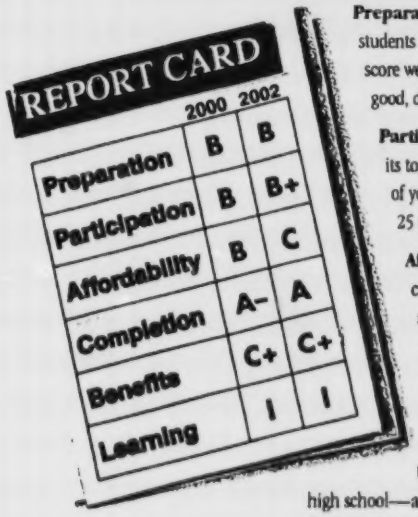
Completion: No Improvement since *Measuring Up 2000* – No Change in Grade. Consistent with *Measuring Up 2000*, the proportion of Indiana's freshmen at four-year colleges and universities who return for their sophomore year remains very high. A fair proportion of first-time, full-time college students earn a bachelor's degree within five years of finishing high school. And the state still performs well on the proportion of undergraduate students who complete certificates and degrees relative to the number enrolled.

Benefits: Improvement since *Measuring Up 2000* – No Change in Grade. The proportion of Indiana residents who have a bachelor's degree is fairly low, but the economic benefits to the state have increased and are fair. State residents contribute to the civic good, as measured by voting and charitable contributions.

Learning. Based on available information on student learning, it is not possible to make systematic state-by-state comparisons.

Grades measure a state's performance in relation to other states. Improvement since Measuring Up 2000 (described as "Improvement" or "No Improvement") measures a state's progress in relation to its own previous results.

IOWA



Preparation: No Improvement since *Measuring Up 2000* – No Change in Grade. A fairly high percentage of high school students in Iowa take upper-level math courses and a very high percentage take upper-level science courses. The percentage of 8th graders who score well on national math assessments is very high. And the proportion of 12th graders who take and score well on college entrance exams is good, despite a slight drop.

Participation: Improvement since *Measuring Up 2000* – Higher Grade. Consistent with *Measuring Up 2000*, Iowa retains its top-performing standing in the proportion of high school students who go on to college immediately after high school. The percentage of young adults (ages 18 to 24) who enroll in college-level education remains high. Although the proportion of working-age adults (ages 25 to 49) who enroll in education or training beyond high school is fairly low, it has increased.

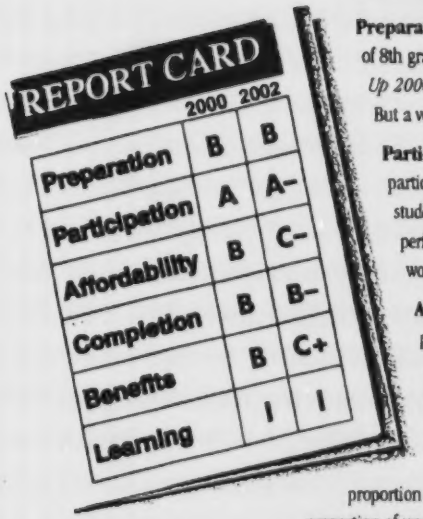
Affordability: No Improvement since *Measuring Up 2000* – Lower Grade. Consistent with *Measuring Up 2000*, Iowa compares well with the best-performing states in the share of family income needed, after financial aid, to attend the state's public two- and four-year colleges and universities. However, families must pay a fair share of income to attend private four-year institutions. Iowa is a top-performing state in undergraduates' low reliance on debt to finance their higher education. Because of other states' greater improvements in this category, however, Iowa's grade dropped.

Completion: Improvement since *Measuring Up 2000* – Higher Grade. A fair proportion of Iowa's first-year students at two-year colleges return for their second year. A very high percentage of freshmen at four-year colleges and universities return for their sophomore year. A very large proportion of first-time, full-time students earn a bachelor's degree within five years of finishing high school—an improvement since *Measuring Up 2000*. Likewise, a very large proportion of undergraduate students complete certificates and degrees relative to the number enrolled—also an improvement.

Benefits: Improvement since *Measuring Up 2000* – No Change in Grade. The proportion of Iowa residents who have a bachelor's degree has improved since *Measuring Up 2000*, but remains fair. The state has low economic benefits. Iowa residents contribute substantially to the civic good, particularly as measured by the percentage who vote.

Learning. Based on available information on student learning, it is not possible to make systematic state-by-state comparisons.

KANSAS



Preparation: No Improvement since *Measuring Up 2000* – No Change in Grade. Kansas is a top performer in the proportion of 8th graders who score well on national math assessments; low-income 8th graders also score well on these tests. Consistent with *Measuring Up 2000*, the state retains its top-performing standing in the proportion of 12th graders who take and score well on college entrance exams. But a very low proportion of 11th and 12th graders take and score well on Advanced Placement tests.

Participation: No Improvement since *Measuring Up 2000* – Lower Grade. Kansas has seen some improvements in participation since *Measuring Up 2000*, but has not improved in the majority of measures in this category. The proportion of high school students who go on to college immediately after high school has decreased, but it remains high. Kansas has improved to become a top-performing state in the percentage of young adults (ages 18 to 24) enrolled in college-level education or training. The percentage of working-age adults (ages 25 to 49) who enroll in education or training beyond high school has decreased, but it remains high.

Affordability: Improvement since *Measuring Up 2000* – Lower Grade. Kansas compares very well with the best-performing states in the share of family income needed, after financial aid, to attend public two-year colleges. Kansas also performs very well on the share of income needed for public four-year colleges and universities. However, Kansas still invests very little in financial aid for low-income students and families. Because other states improved more in this category, Kansas' grade dropped.

Completion: No Improvement since *Measuring Up 2000* – Lower Grade. Consistent with *Measuring Up 2000*, good proportions of first-year students at two- and four-year colleges and universities in Kansas return for their second year. The proportion of first-time, full-time students who earn a bachelor's degree within five years of finishing high school remains fairly low. The proportion of undergraduate students who complete certificates and degrees relative to the number enrolled has declined.

Benefits: No Improvement since *Measuring Up 2000* – Lower Grade. A good proportion of Kansas residents have a bachelor's degree, though this proportion has slipped since *Measuring Up 2000*. The economic benefits to the state are low. State residents contribute to the civic good, particularly as measured by the very large percentage of charitable contributions.

Learning. Based on available information on student learning, it is not possible to make systematic state-by-state comparisons.

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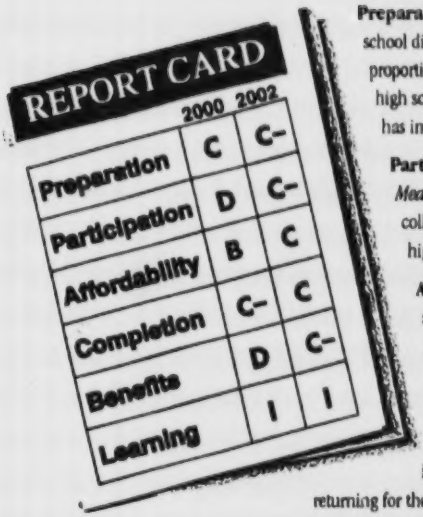
KENTUCKY



Preparation: Improvement since *Measuring Up 2000* – Lower Grade. The proportion of Kentucky's young adults earning a high school diploma or a General Education Development (GED) diploma by age 24 has improved since *Measuring Up 2000*. A very high proportion of high school students enroll in upper-level math. However, the percentage of 8th graders taking algebra and the percentage of high school students taking upper-level science have dropped since the earlier report. The math proficiency of 8th graders remains poor but has improved notably. Because of other states' greater improvements in this category, Kentucky's grade has dropped.

Participation: Improvement since *Measuring Up 2000* – Higher Grade. Kentucky improved in this category since *Measuring Up 2000*, but its performance is fair when compared with other states. A slightly higher proportion of students enroll in college immediately after high school. A higher proportion of young adults (ages 18 to 24) are enrolled in college-level education. And a higher percentage of working-age adults (ages 25 to 49) are enrolled part-time in education or training beyond high school.

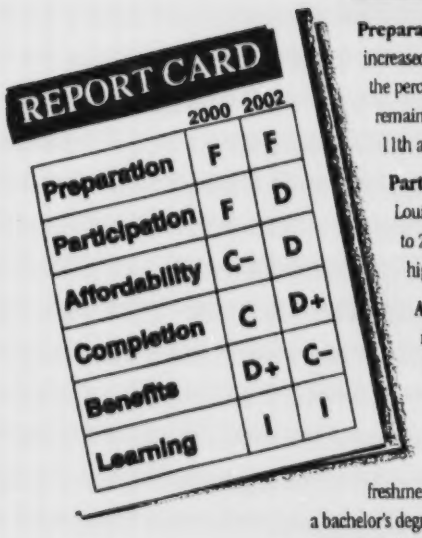
Affordability: Improvement since *Measuring Up 2000* – Lower Grade. Since *Measuring Up 2000*, Kentucky families are spending less of their income, after financial aid, to attend the state's public and private four-year colleges and universities. The state remains in very good standing in the share of family income required to attend community college, and has improved in need-based financial aid provided to low-income families. Because of other states' greater improvements, however, Kentucky's grade has dropped.

Completion: Improvement since *Measuring Up 2000* – Higher Grade. Kentucky's performance in completion has improved since *Measuring Up 2000*, but remains fair. A larger proportion of freshmen at four-year colleges and universities are returning for their sophomore year, but a smaller proportion of first-year students at two-year colleges are returning for their second year. Kentucky has improved in the proportion of first-time, full-time college students earning their bachelor's degree within five years of completing high school. Also a larger proportion of undergraduate students are completing certificates and degrees relative to the number enrolled.

Benefits: Improvement since *Measuring Up 2000* – Higher Grade. Since the 2000 report, the proportion of Kentucky residents with a bachelor's degree has increased, and the state's economy has benefited. Kentucky residents contribute substantially to the civic good, as measured by charitable contributions and the percentage of residents who vote. Overall, Kentucky's performance is fair in this category.

Learning. Based on available information on student learning, it is not possible to make systematic state-by-state comparisons.

LOUISIANA



Preparation: Improvement since *Measuring Up 2000* – No Change in Grade. Since *Measuring Up 2000*, Louisiana has increased the percentage of high school students who take upper-level math and science courses—up to a high proportion for the math, but the percentage taking science remains fairly low. The proportion of 8th graders taking algebra has fallen steeply since the earlier report and remains very low. The percentage of 8th graders who perform well on national math assessments remains very low. And the proportions of 11th and 12th graders who take and score well on college entrance and Advanced Placement exams remains very low.

Participation: Improvement since *Measuring Up 2000* – Higher Grade. The percentage of high school students in Louisiana who go on to college immediately after high school has improved, but remains low. A fair percentage of young adults (ages 18 to 24) enroll in college-level education. The proportion of working-age adults (ages 25 to 49) enrolling in education or training beyond high school is very low.

Affordability: Improvement since *Measuring Up 2000* – Lower Grade. Louisiana performs well in the share of income needed, after financial aid, to attend public four-year colleges and universities. However, the share of income needed to attend private four-year institutions is very high. Also, Louisiana continues to invest virtually nothing in financial aid for low-income students and families. Because of other states' greater improvements in this category, Louisiana's grade dropped.

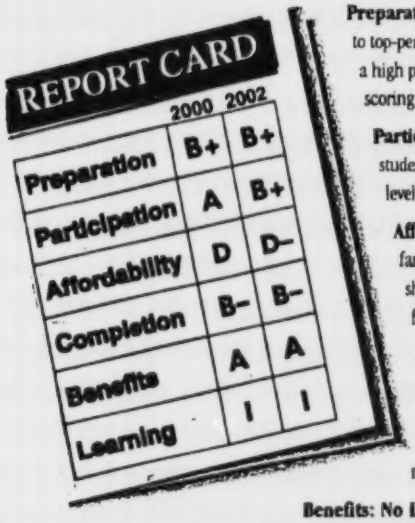
Completion: No Improvement since *Measuring Up 2000* – Lower Grade. Louisiana has seen some improvements in completion since *Measuring Up 2000*, but has not improved in the majority of measures in this category. A good proportion of freshmen at four-year colleges and universities return for their sophomore year. The proportion of first-time, full-time college students earning a bachelor's degree within five years of finishing high school has increased, but this proportion is very low compared with other states. Only a fair proportion of undergraduate students complete certificates and degrees relative to the number enrolled, and that measure has dropped since the earlier report.

Benefits: Improvement since *Measuring Up 2000* – Higher Grade. The proportion of Louisiana residents who have a bachelor's degree has improved substantially since *Measuring Up 2000*, but is still low. Also, the economic benefits to the state are low. Louisiana residents contribute substantially to the civic good, as measured by voting and charitable contributions.

Learning. Based on available information on student learning, it is not possible to make systematic state-by-state comparisons.

Grades measure a state's performance in relation to other states. Improvement since Measuring Up 2000 (described as "Improvement" or "No Improvement") measures a state's progress in relation to its own previous results.

MAINE



Preparation: Improvement since *Measuring Up 2000* – No Change in Grade. Since *Measuring Up 2000*, Maine has improved to top-performing standing on the proportions of 8th graders and low-income 8th graders performing well on national math assessments. Also, a high proportion of 8th graders score well on science assessments. Maine has improved the percentages of high school students taking and scoring well on college entrance and especially Advanced Placement exams, but both remain low.

Participation: No Improvement since *Measuring Up 2000* – No Change in Grade. A large proportion of high school students in Maine go on to college immediately after high school. But a low proportion of young adults (ages 18 to 24) enroll in college-level education. Also, a low proportion of working-age adults (ages 25 to 49) enroll in education or training beyond high school.

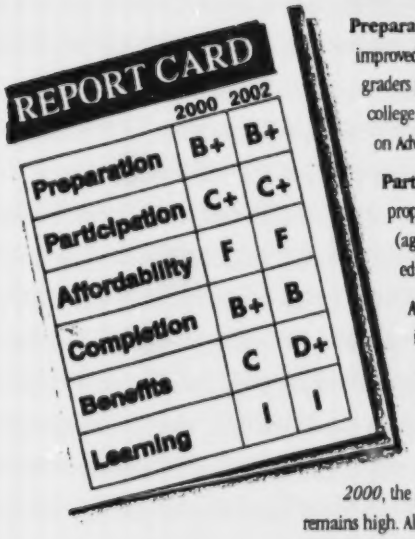
Affordability: Improvement since *Measuring Up 2000* – No Change in Grade. Since *Measuring Up 2000*, the share of family income needed, after financial aid, to attend Maine's public two- and four-year colleges and universities has decreased, but the share of income required is still high. Also, the state makes a very small investment in financial aid for low-income families, and poor families are required to pay a very large share of their income to attend the state's lowest-priced colleges.

Completion: No Improvement since *Measuring Up 2000* – Lower Grade. Consistent with *Measuring Up 2000*, Maine retains its top-performing standing in the proportion of first-year community college students who return for their second year. The percentage of first-time, full-time students who complete a bachelor's degree within five years of finishing high school is large, but it has dropped since the 2000 report. Only a fair proportion of college students complete certificates and degrees relative to the number enrolled, and this also has dropped.

Benefits: No Improvement since *Measuring Up 2000* – Lower Grade. The proportion of Maine residents who have a bachelor's degree has decreased since *Measuring Up 2000*, and it remains low. The state receives low economic benefits from this education. Maine residents contribute substantially to the civic good: the state is a top performer in the percentage of residents who vote, and charitable contributions are very good.

Learning. Based on available information on student learning, it is not possible to make systematic state-by-state comparisons.

MARYLAND



Preparation: Improvement since *Measuring Up 2000* – No Change in Grade. Since *Measuring Up 2000*, Maryland has improved substantially in the percentage of 8th graders who perform well on national math assessments. The proportion of low-income 8th graders performing well on these tests has also improved, but is still very low. A high proportion of high school students take and score well on college entrance exams, up from the 2000 report. Maryland has retained top-performing standing on the proportion who take and score well on Advanced Placement exams.

Participation: No Improvement since *Measuring Up 2000* – Lower Grade. Consistent with *Measuring Up 2000*, the proportion of Maryland's students who go on to college immediately after high school remains fair. A large percentage of young adults (ages 18 to 24) enroll in college-level education. And a large percentage of working-age adults (ages 25 to 49) enroll part-time in education or training beyond high school. But Maryland's performance on both latter measures has slipped since the earlier report.

Affordability: Improvement since *Measuring Up 2000* – Lower Grade. Maryland performs well on the share of family income required, after financial aid, to attend public two-year colleges; and the share of income required to attend the state's public four-year colleges and universities has decreased. Maryland invests very little in financial aid for low-income families. And the state's poorest families must spend a very high share of their income to attend the state's lowest-priced colleges. Because of other states' greater improvements in this category, Maryland's grade dropped.

Completion: No Improvement since *Measuring Up 2000* – No Change in Grade. Consistent with *Measuring Up 2000*, the proportion of first-time, full-time college students in Maryland who earn a bachelor's degree within five years of finishing high school remains high. Also, a very high proportion of college students complete a bachelor's degree within six years of enrolling in college. However, a low proportion of undergraduate students complete certificates and degrees relative to the number enrolled.

Benefits: No Improvement since *Measuring Up 2000* – No Change in Grade. The proportion of Maryland residents who have a bachelor's degree remains very high, and Maryland remains a top performer on the economic benefits that the state enjoys. State residents contribute substantially to the civic good, as measured by voting and charitable contributions.

Learning. Based on available information on student learning, it is not possible to make systematic state-by-state comparisons.

Grades measure a state's performance in relation to other states. Improvement since Measuring Up 2000 (described as "Improvement" or "No Improvement") measures a state's progress in relation to its own previous results.

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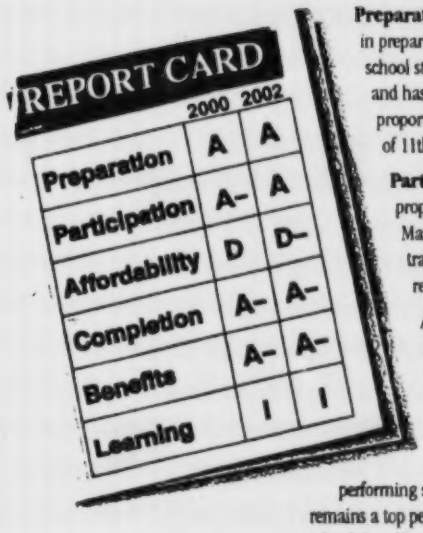
MASSACHUSETTS



Preparation: No Improvement since *Measuring Up 2000* – No Change in Grade. Massachusetts has seen some improvements in preparation since *Measuring Up 2000*, but not in the majority of measures. The state remains a top performer in the percentages of high school students taking upper-level math and science courses. The state is a top performer in the percentage of 8th graders who take algebra, and has improved to top-performing standing in the percentage of 8th graders who perform well on national math assessments, although the proportion of low-income 8th graders who score well on those tests is very low. Massachusetts also is a top-performing state in the proportion of 11th and 12th graders who take and score well on college entrance and Advanced Placement exams.

Participation: No Improvement since *Measuring Up 2000* – Higher Grade. The state remains a top performer in the proportion of high school students going on to college right after high school. A very high percentage of young adults (ages 18 to 24) in Massachusetts enroll in college-level education. And, the proportion of working-age adults (ages 25 to 49) who enroll in education or training beyond high school has increased. Massachusetts made no improvement in this category, but because other states declined, it received a higher grade.

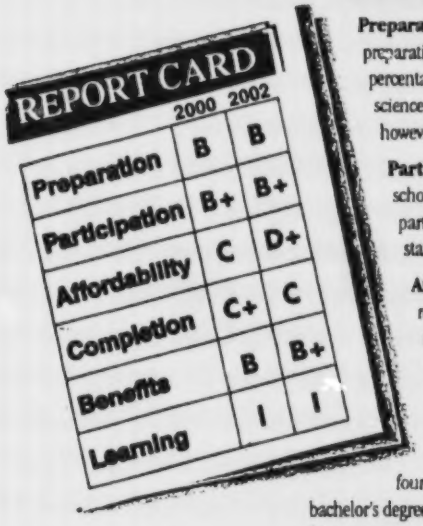
Affordability: Improvement since *Measuring Up 2000* – Lower Grade. Massachusetts does not perform well on the share of family income required, after financial aid, to attend public and private two- and four-year colleges and universities, though the state has improved on these measures since *Measuring Up 2000*. Likewise, the state does not compare well with other states on the share of income that the poorest families must pay to attend the lowest-priced colleges, though the state has improved on this measure too. Because other states improved more in this category, Massachusetts' grade dropped.

Completion: No Improvement since *Measuring Up 2000* – No Change in Grade. Massachusetts retains its top-performing standing in the proportion of freshmen at four-year colleges and universities who return for their sophomore year. The state also remains a top performer in the proportion of first-time, full-time college students who complete a bachelor's degree within five years of finishing high school. In addition, Massachusetts is a top performer in the proportion of first-time, full-time college students who complete a bachelor's degree within six years of enrolling in college.

Benefits: Improvement since *Measuring Up 2000* – No Change in Grade. Massachusetts remains a top performer in the proportion of residents who have a bachelor's degree. Also, the economic benefits to the state have increased. Massachusetts residents contribute substantially to the civic good: the state is a top performer in charitable contributions.

Learning. Based on available information on student learning, it is not possible to make systematic state-by-state comparisons.

MICHIGAN



Preparation: No Improvement since *Measuring Up 2000* – No Change in Grade. Michigan has seen some improvements in preparation since *Measuring Up 2000*, but not in the majority of measures in this category. The state shows no improvement in the percentage of 8th graders who perform well on national math assessments. Fair proportions of high school students take upper-level math and science courses. Michigan has increased the proportion of high school students who take and score well on Advanced Placement exams; however, this proportion is very low.

Participation: No Improvement since *Measuring Up 2000* – No Change in Grade. A fair proportion of Michigan high school students go on to college immediately after high school. Also, a fair percentage of working-age adults (ages 25 to 49) enroll part-time in education or training beyond high school. Consistent with *Measuring Up 2000*, Michigan retains its top-performing standing in the percentage of young adults (ages 18 to 24) who enroll in college-level education.

Affordability: Improvement since *Measuring Up 2000* – Lower Grade. Consistent with *Measuring Up 2000*, Michigan remains a top-performing state on the share of family income needed, after financial aid, to attend private four-year colleges and universities. Also, the share of income needed to attend public four-year institutions has decreased since the earlier report, but it is high compared to other states. The state invests very little in financial aid for low-income families, and the state's poorest families must pay a high share of their income to attend the state's lowest-priced colleges. Because of other states' improvements, Michigan's grade dropped.

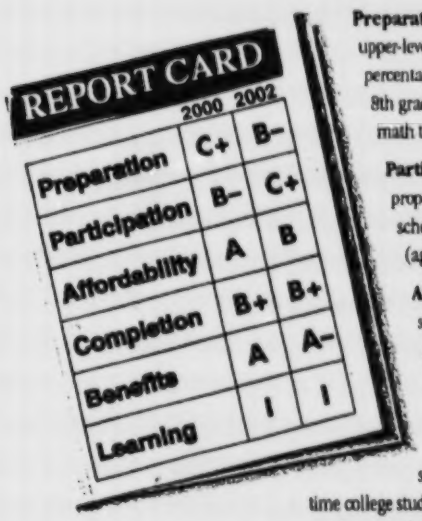
Completion: No Improvement since *Measuring Up 2000* – Lower Grade. A very high percentage of freshmen at four-year colleges and universities return for their second year in Michigan. And a very large proportion of college students earn a bachelor's degree within six years of enrolling. But only a fair percentage of first-year community college students return for their second year. And a fair proportion of undergraduate students complete certificates and degrees relative to the number enrolled.

Benefits: Improvement since *Measuring Up 2000* – Higher Grade. The proportion of Michigan residents who have a bachelor's degree is fair, but the state is a top performer in the economic benefits to the state. Michigan residents contribute substantially to the civic good, as measured by voting and charitable contributions.

Learning. Based on available information on student learning, it is not possible to make systematic state-by-state comparisons.

Grades measure a state's performance in relation to other states. Improvement since Measuring Up 2000 (described as "Improvement" or "No Improvement") measures a state's progress in relation to its own previous results.

MINNESOTA



Preparation: Improvement since *Measuring Up 2000* – Higher Grade. Low proportions of Minnesota high school students take upper-level math and science courses, and the state's performance on both measures has decreased since *Measuring Up 2000*. However, the percentage of 8th graders taking algebra has increased, though it remains very low. The state is now a top performer in the proportions of 8th graders scoring well on national math and science assessments, and in the percentage of low-income 8th graders scoring well on the math tests.

Participation: No Improvement since *Measuring Up 2000* – Lower Grade. Consistent with *Measuring Up 2000*, the proportion of young adults (ages 18 to 24) in Minnesota who enroll in college-level education remains large. But the proportion of high school students who go on to college immediately after high school is now only fair. Also, a very low proportion of working-age adults (ages 25 to 49) enroll part-time in education or training beyond high school.

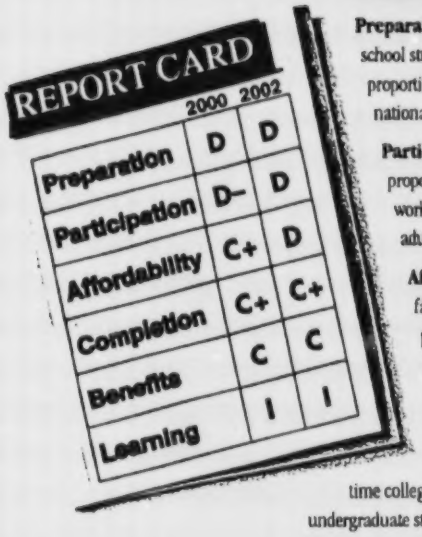
Affordability: Improvement since *Measuring Up 2000* – Lower Grade. Minnesota is now a top performer in the low share of family income required, after financial aid, to attend public two- and four-year colleges and universities. Consistent with *Measuring Up 2000*, the state is a top performer in investing in financial aid for low-income families. However, Minnesota's poorest families are required to pay a very large share of income to attend the state's lowest-priced colleges. Because of other states' greater improvements, Minnesota's grade dropped.

Completion: No Improvement since *Measuring Up 2000* – No Change in Grade. Large proportions of first-year students at two- and four-year colleges and universities return for their second year in Minnesota. A high percentage of first-time, full-time college students earn a bachelor's degree within five years of finishing high school. And a large proportion of undergraduate students complete certificates and degrees relative to the number enrolled.

Benefits: Improvement since *Measuring Up 2000* – Lower Grade. Minnesota has improved slightly in the very high proportion of state residents who have a bachelor's degree, and the economic benefits to the state also have increased since *Measuring Up 2000*. State residents contribute substantially to the civic good: Minnesota is a top-performing state in the percentage of residents who vote, and charitable contributions are very good. Because of other states' greater improvements in this category, however, Minnesota's grade dropped.

Learning. Based on available information on student learning, it is not possible to make systematic state-by-state comparisons.

MISSISSIPPI



Preparation: Improvement since *Measuring Up 2000* – No Change in Grade. A very large proportion of Mississippi's high school students take upper-level math, up substantially since *Measuring Up 2000*, and the state is still a top-performing state in the proportion of high school students taking upper-level science. However, the proportion of Mississippi's 8th graders who perform well on national math assessments remains very low, and the percentage of low-income 8th graders who score well on those tests is even lower.

Participation: Improvement since *Measuring Up 2000* – Higher Grade. Consistent with *Measuring Up 2000*, the proportion of high school students in Mississippi who go on to college immediately after high school remains low. And the proportion of working-age adults (ages 25 to 49) enrolled in education or training beyond high school remains very low. But the proportion of young adults (ages 18 to 24) enrolled in college-level education has gone up, and is now large.

Affordability: Improvement since *Measuring Up 2000* – Lower Grade. Mississippi performs well on the low share of family income needed, after financial aid, to attend public two-year colleges in the state. But the share of income needed to attend public four-year colleges is fairly high. Also, the state invests almost nothing in financial aid for low-income families, and the state's poorest families are required to pay a large share of income to attend the state's lowest-priced colleges. Mississippi's grade dropped because of other states' greater improvements in this category.

Completion: No Improvement since *Measuring Up 2000* – No Change in Grade. Large proportions of first-year students at two- and four-year colleges and universities return for their second year in Mississippi. The proportion of first-time, full-time college students earning a bachelor's degree within five years of finishing high school remains low. However, a good proportion of undergraduate students complete certificates and degrees relative to the number enrolled.

Benefits: No Improvement since *Measuring Up 2000* – No Change In Grade. The proportion of Mississippi residents who have a bachelor's degree has gone down since *Measuring Up 2000*, as have the economic benefits to the state. But Mississippi residents contribute substantially to the civic good, as measured by voting and charitable contributions.

Learning. Based on available information on student learning, it is not possible to make systematic state-by-state comparisons.

Grades measure a state's performance in relation to other states. Improvement since Measuring Up 2000 (described as "Improvement" or "No Improvement") measures a state's progress in relation to its own previous results.

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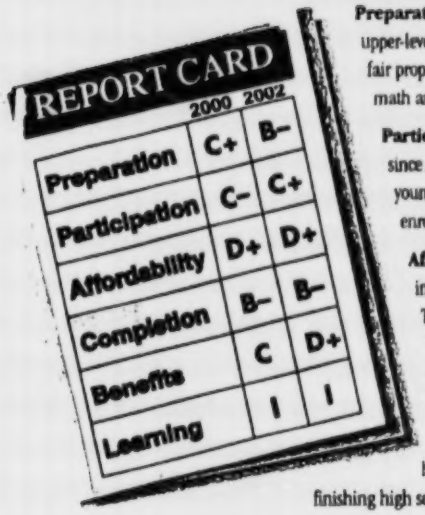
MISSOURI



Preparation: Improvement since *Measuring Up 2000* – Higher Grade. The percentage of Missouri high school students who take upper-level math courses has improved since *Measuring Up 2000*, and is high. The percentage taking upper-level science is also fairly high. A fair proportion of 8th graders take algebra, up from the earlier report. However, the proportion of 8th graders who perform well on national math assessments is low, while the percentage of low-income 8th graders who score well is even lower, and it has not improved.

Participation: Improvement since *Measuring Up 2000* – Higher Grade. Missouri has improved in all participation measures since *Measuring Up 2000*. A fair percentage of high school students go on to college immediately after high school. A fair percentage of young adults (ages 18 to 24) enroll in college-level education or training. And a low proportion of working-age adults (ages 25 to 49) enroll part-time in education or training beyond high school.

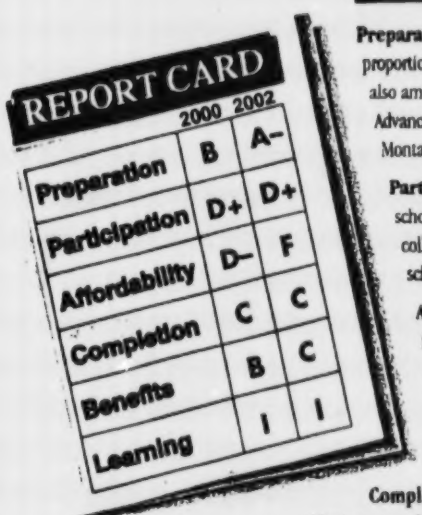
Affordability: Improvement since *Measuring Up 2000* – No Change in Grade. Since *Measuring Up 2000*, Missouri has improved to top-performing standing in the low share of family income needed, after financial aid, to attend public two-year colleges. The state performs well on the share of income needed to attend public four-year colleges and universities, but it does not perform well on the share of income needed to attend private four-year institutions. Missouri compares very well with other states on undergraduates' low reliance on debt to finance their higher education, but the state invests very little in financial aid for low-income families.

Completion: Improvement since *Measuring Up 2000* – No Change in Grade. Since *Measuring Up 2000*, Missouri has improved on the fair proportion of first-time, full-time college students who complete a bachelor's degree within five years of finishing high school. Also, a good proportion of undergraduate students complete certificates and degrees relative to the number enrolled.

Benefits: No Improvement since *Measuring Up 2000* – Lower Grade. The large proportion of Missouri residents who have a bachelor's degree has held steady since *Measuring Up 2000*, but the economic benefits to the state are very low. State residents contribute substantially to the civic good, as measured by voting and charitable contributions.

Learning. Based on available information on student learning, it is not possible to make systematic state-by-state comparisons.

MONTANA



Preparation: No Improvement since *Measuring Up 2000* – Higher Grade. Montana is a top-performing state both in the proportion of 8th graders and in the proportion of low-income 8th graders who score well on national math exams. Montana 8th graders are also among the nation's best on national science exams. Although a very low proportion of Montana's 11th and 12th graders score well on Advanced Placement tests, the proportion who take and score well on college entrance exams remains high, despite a slight decline. Montana's already high performance did not improve, but compared to other states its grade increased.

Participation: No Improvement since *Measuring Up 2000* – No Change in Grade. A good proportion of Montana high school students go on to college immediately after high school. Likewise, a good proportion of young adults (ages 18 to 24) enroll in college-level education. However, a very low percentage of working-age adults (ages 25 to 49) enroll in education or training beyond high school, lower now than in *Measuring Up 2000*.

Affordability: Improvement since *Measuring Up 2000* – Lower Grade. Compared with *Measuring Up 2000*, Montana families now pay a lower share of their income, after financial aid, to enroll in the state's public and private four-year colleges and universities. Yet they pay a larger share of their income to attend community colleges than reported two years ago. And compared with other states, these proportions are all high. Montana's investment in financial aid for low-income students and families has increased slightly since the earlier report, but it remains among the lowest in the nation. Because other states improved more in this category, Montana's grade dropped.

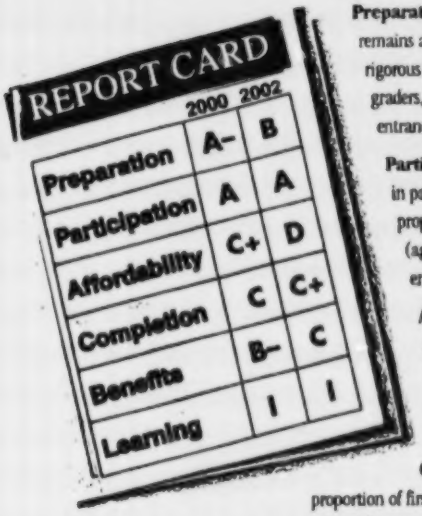
Completion: Improvement since *Measuring Up 2000* – No Change in Grade. A good proportion of undergraduate students in Montana complete certificates and degrees relative to the number enrolled, and the state has improved on this measure since *Measuring Up 2000*. But the state shows no change in the very low percentage of first-time, full-time college students who earn a bachelor's degree within five years of finishing high school.

Benefits: No Improvement since *Measuring Up 2000* – Lower Grade. A fair proportion of Montana residents have a bachelor's degree, and the economic benefits to the state are low. Montana receives very good civic benefits from its residents, as measured by charitable contributions and the percentage of residents who vote.

Learning. Based on available information on student learning, it is not possible to make systematic state-by-state comparisons.

Grades measure a state's performance in relation to other states. Improvement since Measuring Up 2000 (described as "Improvement" or "No Improvement") measures a state's progress in relation to its own previous results.

NEBRASKA



Preparation: No Improvement since *Measuring Up 2000* – Lower Grade. Consistent with *Measuring Up 2000*, Nebraska remains a top performer in the proportion of high school students who take upper-level math courses, and a good proportion of students take rigorous science courses. Nebraska 8th graders perform very well on national assessments in math, with the exception of low-income 8th graders, whose scores have fallen markedly. A large proportion of high school juniors and seniors are taking and scoring well on college entrance exams, but this proportion has decreased since *Measuring Up 2000*.

Participation: No Improvement since *Measuring Up 2000* – No Change in Grade. Nebraska has seen some improvements in participation since *Measuring Up 2000*, but not in the majority of measures in this category. The state is now a top performer in the proportion of high school students who go on to college immediately after high school. Also, a high percentage of working-age adults (ages 25 to 49) enroll part-time in education or training beyond high school. But the proportion of young adults (ages 18 to 24) enrolled in college-level education, while still high, has dropped since the earlier report.

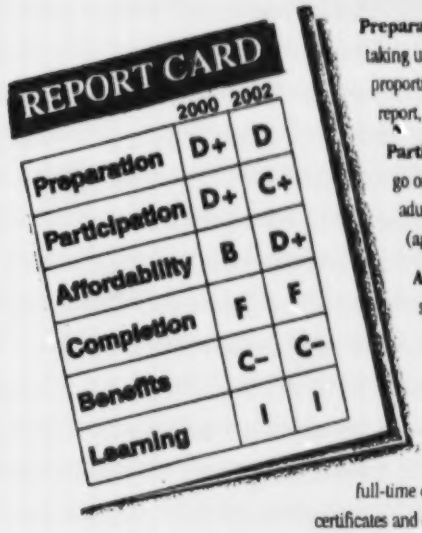
Affordability: No Improvement since *Measuring Up 2000* – Lower Grade. Nebraska has seen some improvement in affordability since *Measuring Up 2000*, but not in the majority of measures. Nebraska compares well with other states in the share of family income needed, after financial aid, to attend public community colleges. But the share of income required to attend public four-year colleges has increased since the earlier report. Also, Nebraska's investment in financial aid to low-income families is still extremely low, though it has increased.

Completion: Improvement since *Measuring Up 2000* – Higher Grade. Consistent with *Measuring Up 2000*, a low proportion of first-time, full-time students in Nebraska receive a bachelor's degree within five years of finishing high school. A fair percentage of first-time, full-time students complete the degree within six years of enrolling in college. A good proportion of students complete certificates and degrees relative to the number enrolled, and that measure has increased notably since the earlier report.

Benefits: No Improvement since *Measuring Up 2000* – Lower Grade. Compared with other states, a fairly high proportion of Nebraska residents have a bachelor's degree, but the economic benefits to the state are low. The state's residents contribute substantially to the civic good, as measured by voting and charitable contributions.

Learning. Based on available information on student learning, it is not possible to make systematic state-by-state comparisons.

NEVADA



Preparation: Improvement since *Measuring Up 2000*. Since *Measuring Up 2000*, the proportion of high school students in Nevada taking upper-level math courses has increased, but the percentage of 8th graders taking algebra has declined, and both measures are low. The proportion of high school juniors and seniors taking and scoring well on Advanced Placement exams is up substantially from the earlier report, but remains very low. The similar measure for college entrance exams is also low.

Participation: Improvement since *Measuring Up 2000* – Higher Grade. The proportion of Nevada high school students who go on to college immediately after high school is very low, but has improved since *Measuring Up 2000*. Also, a larger percentage of young adults (ages 18 to 24) enroll in college-level education. Nevada has top-performing standing in the proportion of working-age adults (ages 25 to 49) enrolled part-time in education or training beyond high school.

Affordability: No Improvement since *Measuring Up 2000* – Lower Grade. Since *Measuring Up 2000*, Nevada has seen no improvement in the share of family income that students and families pay to attend public two- and four-year colleges and universities. And Nevada's very low investment in financial aid to low-income families has declined further since the earlier report. Nevada compares well with the best-performing states, however, in the low share of income that the state's poorest families must pay to attend the lowest-priced colleges in the state.

Completion: No Improvement since *Measuring Up 2000* – No Change in Grade. A very high proportion of freshmen at four-year colleges and universities return for their sophomore year in Nevada. But a very low proportion of first-time, full-time college students earn a bachelor's degree within five years of finishing high school. And a small proportion of students complete certificates and degrees relative to the number enrolled.

Benefits: Improvement since *Measuring Up 2000* – No Change in Grade. The proportion of Nevada residents with a bachelor's degree has increased since *Measuring Up 2000* as have economic benefits to the state —but Nevada's performance on both measures remains low. State residents contribute substantially to the civic good, especially as measured by charitable contributions.

Learning. Based on available information on student learning, it is not possible to make systematic state-by-state comparisons.

Grades measure a state's performance in relation to other states. Improvement since Measuring Up 2000 (described as "Improvement" or "No Improvement") measures a state's progress in relation to its own previous results.

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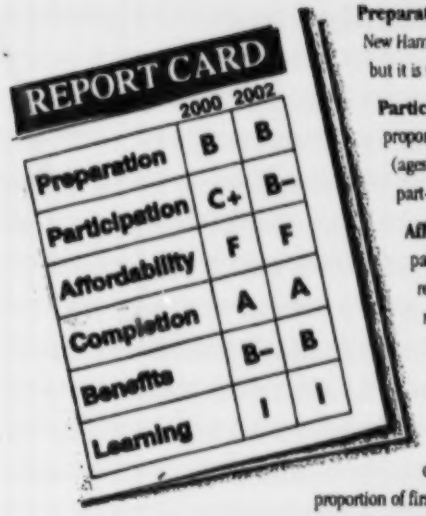
NEW HAMPSHIRE



Preparation: No Improvement since *Measuring Up 2000* – No Change in Grade. Since *Measuring Up 2000*, the proportion of New Hampshire's young adults who earn a high school diploma or a General Education Development (GED) diploma by age 24 has decreased, but it is still very large. A good proportion of high school students perform well on college entrance exams.

Participation: Improvement since *Measuring Up 2000* – Higher Grade. Compared with *Measuring Up 2000*, a larger proportion of New Hampshire high school students go on to college immediately after high school. However, the proportion of young adults (ages 18 to 24) enrolled in college-level education has declined, and is fair. A low proportion of working-age adults (ages 25 to 49) enroll part-time in education or training beyond high school.

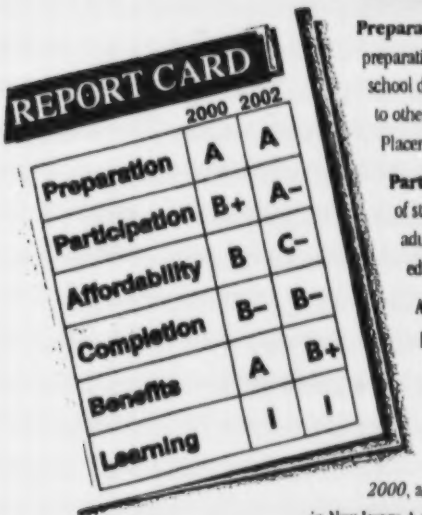
Affordability: Improvement since *Measuring Up 2000* – No Change in Grade. New Hampshire students and families now pay a lower share of their income, after financial aid, to attend public and private two- and four-year colleges and universities than reported in *Measuring Up 2000*. But compared with the best-performing states, New Hampshire performs poorly on each of those measures. Also, New Hampshire invests very little in financial aid to low-income families. New Hampshire's grade remains low in this category because other states have had greater improvements.

Completion: Improvement since *Measuring Up 2000* – No Change in Grade. New Hampshire has improved on every measure in this category since *Measuring Up 2000*. The state remains a top performer in the proportion of first-year students at two- and four-year colleges who return for their second year. New Hampshire retains its top-performing standing in the proportion of students who complete certificates and degrees relative to the number enrolled. The state is now also a top performer in the proportion of first-year, full-time students who earn a bachelor's degree within five years of finishing high school.

Benefits: Improvement since *Measuring Up 2000* – Higher Grade. The large proportion of New Hampshire residents with a bachelor's degree has increased since *Measuring Up 2000*, and the economic benefit to the state has also climbed, although it remains low. State residents contribute substantially to the civic good, as measured by voting and charitable contributions.

Learning. Based on available information on student learning, it is not possible to make systematic state-by-state comparisons.

NEW JERSEY



Preparation: No Improvement since *Measuring Up 2000* – No Change in Grade. New Jersey has seen some improvements in preparation since *Measuring Up 2000*, but not in the majority of measures in this category. The percentage of students who earn a high school diploma or a General Education Development (GED) diploma by age 24 has decreased, though this percentage is very large compared to other states. The proportion of New Jersey students who take and perform well on college entrance exams, and especially Advanced Placement exams, is high, and has increased.

Participation: Improvement since *Measuring Up 2000* – Higher Grade. New Jersey is still a top performer in the percentage of students who go on to college immediately after high school. The state also has top-performing standing in the proportion of young adults (ages 18 to 24) who enroll in college-level education. And the percentage of working-age adults (ages 25 to 49) enrolled in education or training beyond high school has increased since *Measuring Up 2000*.

Affordability: Improvement since *Measuring Up 2000* – Lower Grade. New Jersey does not compare well with the best-performing states in the share of family income needed, after financial aid, to attend two-year colleges and public four-year institutions, although the state has improved in both of these ability-to-pay measures since *Measuring Up 2000*. New Jersey still makes among the nation's highest investments in providing need-based financial aid to low-income families. However, because other states have improved more in this category, New Jersey's grade dropped.

Completion: Improvement since *Measuring Up 2000* – No Change in Grade. Consistent with *Measuring Up 2000*, a very high proportion of first-year students at two-year colleges and four-year colleges and universities return for their sophomore year in New Jersey. A good proportion of first-time, full-time college students earn their degrees within five years of finishing high school. But a fairly low percentage of undergraduate students complete their certificates and degrees relative to the number enrolled.

Benefits: Improvement since *Measuring Up 2000* – Lower Grade. New Jersey remains a top-performing state in the percentage of residents holding a bachelor's degree, and has become a top performer in the economic benefits to the state. State residents contribute substantially to the civic good; New Jersey is a top-performing state in charitable giving. However, because other states improved more in this category, New Jersey's grade dropped.

Learning. Based on available information on student learning, it is not possible to make systematic state-by-state comparisons.

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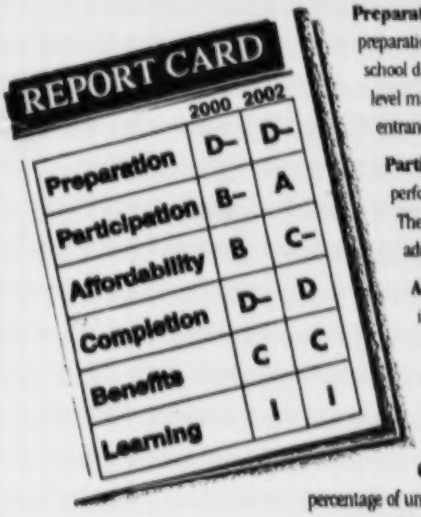
NEW MEXICO



Preparation: No Improvement since *Measuring Up 2000* – No Change in Grade. New Mexico has seen some improvement in preparation since *Measuring Up 2000*, but not in the majority of measures in this category. A high proportion of young adults earn a high school diploma or a General Education Development (GED) diploma by age 24. But very low percentages of high school students take upper-level math and science courses, and these percentages have dropped. A low proportion of high school students take and do well on college entrance and Advanced Placement exams, although the figures on the latter have improved notably since the earlier report.

Participation: Improvement since *Measuring Up 2000* – Higher Grade. New Mexico has improved to become a top-performing state in the percentage of working-age adults (ages 25 to 49) enrolled part-time in education or training beyond high school. The percentage of high school students going on to college immediately after high school has also increased. And the proportion of young adults (ages 18 to 24) enrolled in college-level education has increased.

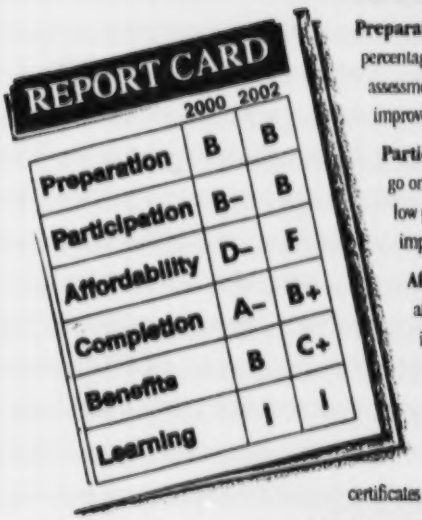
Affordability: No Improvement since *Measuring Up 2000* – Lower Grade. New Mexico has seen some improvement in affordabil[1] y since *Measuring Up 2000*, but not in the majority of measures in this category. The state has improved on the share of family income required, after financial aid, to attend its public four-year colleges and universities, which enroll the majority of the state's students. But New Mexico has declined on the same measure for public two-year colleges, and college-level education has become more expensive for the state's lowest-income families. New Mexico provides little need-based financial aid to low-income families.

Completion: Improvement since *Measuring Up 2000* – Higher Grade. New Mexico has slightly improved the percentage of undergraduate students earning certificates and degrees relative to the number enrolled. But the state has seen little change in the proportions of first-year students at two-year colleges and at four-year colleges and universities returning for their second year. Although New Mexico improved in completion, the state's performance is low compared with other states.

Benefits: Improvement since *Measuring Up 2000* – No Change in Grade. Since the 2000 report, New Mexico has improved the proportion of residents who have a bachelor's degree, and the economic benefits to the state are fair. New Mexico continues to receive good civic benefits from its population, as measured by voting and charitable contributions. New Mexico's performance in this category is fair compared with other states.

Learning. Based on available information on student learning, it is not possible to make systematic state-by-state comparisons.

NEW YORK



Preparation: Improvement since *Measuring Up 2000* – No Change in Grade. New York shows substantial improvement in the percentage of high school students who enroll in upper-level math and science, and in the proportion of 8th graders scoring well on national assessments in math. The percentage of high school juniors and seniors who take and score well on Advanced Placement tests has also improved since *Measuring Up 2000*, making the state a top performer on that measure.

Participation: No Improvement since *Measuring Up 2000* – Higher Grade. A fairly high percentage of students in New York go on to college immediately after high school. A high proportion of young adults (ages 18 to 24) enroll in college-level education. But a low proportion of working-age adults (25 to 49) enroll part-time in education or training beyond high school. New York made no improvement in this category, but because other states declined, it received a higher grade.

Affordability: Improvement since *Measuring Up 2000*. New York families must devote a very large share of family income, after financial aid, to attend public and private two- and four-year institutions, but the state's performance on these measures has improved since *Measuring Up 2000*. New York also continues to make a high investment in financial aid for low-income students.

Completion: No Improvement since *Measuring Up 2000* – Lower Grade. New York is a top performer in the proportion of first-year community college students who return for their second year. A very high proportion of freshmen at four-year colleges and universities return for their sophomore year. A fairly large proportion of first-time, full-time college students earn a bachelor's degree within five years of completing high school. Also, a high proportion of undergraduate students complete certificates and degrees relative to the number enrolled.

Benefits: Improvement since *Measuring Up 2000* – Lower Grade. A high proportion of New York residents have a bachelor's degree, while the economic benefits to the state are fair. The civic benefits New York enjoys from its population, as measured by charitable contributions, make the state a top performer on this measure. Because other states improved more in this category, New York's grade dropped.

Learning. Based on available information on student learning, it is not possible to make systematic state-by-state comparisons.

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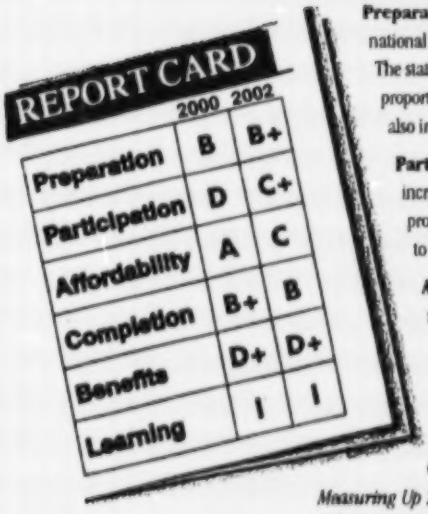
NORTH CAROLINA



Preparation: Improvement since *Measuring Up 2000* – Higher Grade. In North Carolina, 8th graders now perform well in national assessments of math, showing marked improvement since *Measuring Up 2000*—particularly among the lowest-income students. The state retains its top-performing standing in the percentage of high school students who enroll in upper-level math. Although the proportion of high school juniors and seniors taking and receiving high scores on Advanced Placement exams remains only fair, the state has also improved notably on this measure.

Participation: Improvement since *Measuring Up 2000* – Higher Grade. Since *Measuring Up 2000*, North Carolina has increased the percentage of high school students who go on to college immediately after high school. However, a slightly smaller proportion of young adults (ages 18 to 24) are now enrolled in college-level education. A low percentage of working-age adults (ages 25 to 49) enroll in education or training beyond high school, but the state's performance on this measure has improved substantially.

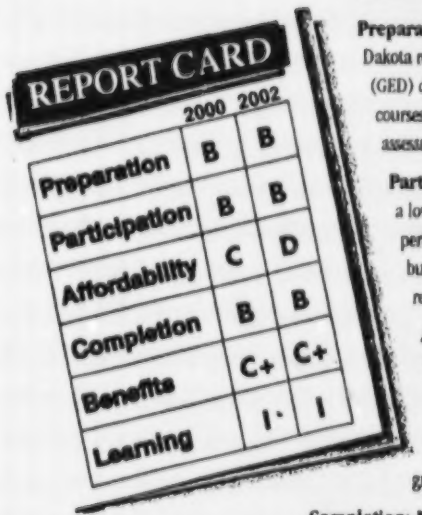
Affordability: Improvement since *Measuring Up 2000* – Lower Grade. North Carolina now performs very well on the share of family income required, after financial aid, to attend both public two-year colleges and four-year colleges and universities, which together enroll three-quarters of the students in the state. North Carolina has become a top-performing state in the low share of income that the poorest families need to pay to attend lowest-priced colleges. However, because other states have shown more improvement, North Carolina's grade has dropped; North Carolina's overall performance in this category is fair.

Completion: No Improvement since *Measuring Up 2000* – Lower Grade. A very high proportion of North Carolina's freshmen at four-year colleges and universities return for their sophomore year—continuing the results posted in *Measuring Up 2000*. However, compared with two years ago, a lower proportion of undergraduate students complete certificates and degrees relative to the number enrolled. A very high percentage of first-time, full-time college students earn a bachelor's degree within six years of enrolling.

Benefits: Improvement since *Measuring Up 2000* – No Change in Grade. North Carolina continues its low standing in benefits, even though the state shows some improvement in the proportion of state residents with a bachelor's degree, and in the economic benefits to the state. The state continues to reap civic benefits from its residents, as measured by voting and charitable contributions.

Learning. Based on available information on student learning, it is not possible to make systematic state-by-state comparisons.

NORTH DAKOTA



Preparation: Improvement since *Measuring Up 2000* – No Change in Grade. Consistent with *Measuring Up 2000*, North Dakota remains a top performer in the proportion of young adults who earn a high school diploma or a General Education Development (GED) diploma by age 24. The state has improved the large proportions of high school students who take upper-level math and science courses. North Dakota retains its top-performing standing on the proportion of low-income 8th graders who score well on national assessments of math. Also, a large proportion of high school students take and score well on college entrance exams.

Participation: No Improvement since *Measuring Up 2000* – No Change in Grade. Compared with *Measuring Up 2000*, a lower proportion of North Dakota high school students go on to college immediately after high school, yet the state retains its top-performing standing on this measure. The proportion of young adults (ages 18 to 24) enrolling in college-level education is also down but remains good. The proportion of working-age adults (ages 25 to 49) enrolled part-time in education or training beyond high school remains very low.

Affordability: Improvement since *Measuring Up 2000* – Lower Grade. North Dakota has improved and continues to perform well on the share of family income, after financial aid, required to attend public two- and four-year colleges and universities, which enroll most of the state's students. On the same measure for private four-year institutions, North Dakota has improved to top-performing standing. Also, undergraduates borrow relatively less for their education than in other states, making North Dakota a top-performing state on this measure as well. Because other states improved more in this category, however, North Dakota's grade dropped.

Completion: No Improvement since *Measuring Up 2000* – No Change in Grade. Since *Measuring Up 2000*, the percentage of North Dakota college students earning a bachelor's degree within five years of finishing high school has dropped and remains very low. But North Dakota retains its top-performing standing in the proportion of students who complete certificates and degrees relative to the number enrolled.

Benefits: Improvement since *Measuring Up 2000* – No Change in Grade. A fair proportion of North Dakota residents now have a bachelor's degree, up since *Measuring Up 2000*. The economic benefit to the state has also increased, but remains very low. North Dakota is a top-performing state in the percentage of residents who vote.

Learning. Based on available information on student learning, it is not possible to make systematic state-by-state comparisons.

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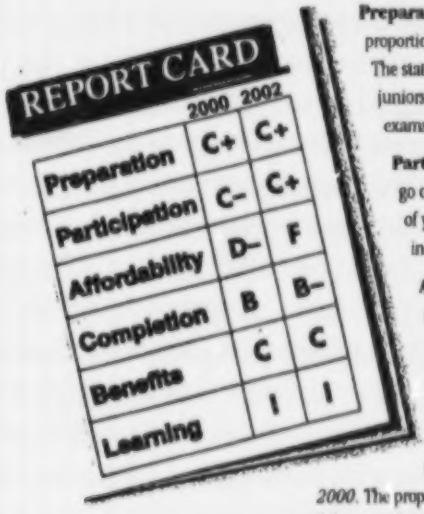
OHIO



Preparation: No Improvement since *Measuring Up 2000* – No Change in Grade. Consistent with *Measuring Up 2000*, a large proportion of Ohio high school students take upper-level math courses, but the percentage enrolling in upper-level science remains very low. The state is a top performer in the proportion of 8th graders who score well on national science assessments. The percentage of high school juniors and seniors taking and scoring well on college entrance tests remains very high, while the same measure for Advanced Placement exams remains very low.

Participation: Improvement since *Measuring Up 2000* – Higher Grade. The proportion of high school students in Ohio who go on to college immediately after high school remains only fair—consistent with the results of *Measuring Up 2000*. A good percentage of young adults (ages 18 to 24) enroll in college-level education. The proportion of working-age adults (ages 25 to 49) enrolled part-time in education or training beyond high school has increased, but remains low.

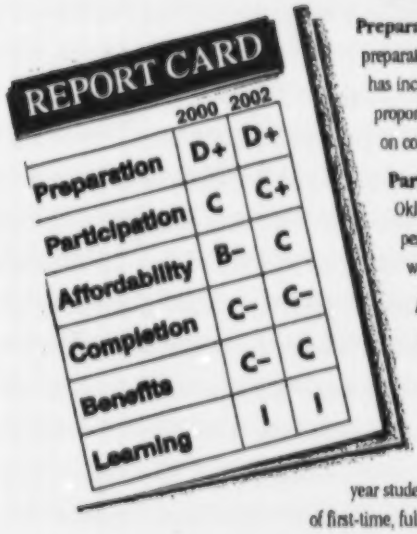
Affordability: Improvement since *Measuring Up 2000* – Lower Grade. Since *Measuring Up 2000*, families in Ohio now spend a smaller share of income, after financial aid, to attend public two- and four-year colleges and universities—yet that share remains high compared with other states. Also, students and families must spend a very large share of family income to attend private colleges and universities. Ohio invests very little in financial aid for low-income students and families. Because other states improved more in this category, Ohio's grade dropped.

Completion: No Improvement since *Measuring Up 2000* – Lower Grade. High proportions of Ohio's first-year students at two-year colleges and at four-year colleges return for their second year, but those figures have declined since *Measuring Up 2000*. The proportion of students who complete certificates and degrees relative to the number enrolled remains fair. A good proportion of first-time, full-time college students earn a bachelor's degree within five years of finishing high school.

Benefits: Improvement since *Measuring Up 2000* – No Change in Grade. A fair proportion of Ohio residents have bachelor's degrees, and the economic benefits to the state are fair. Ohio residents contribute substantially to the civic good, as measured by voting and charitable contributions.

Learning. Based on available information on student learning, it is not possible to make systematic state-by-state comparisons.

OKLAHOMA



Preparation: No Improvement since *Measuring Up 2000* – No Change in Grade. Oklahoma has seen some improvements in preparation since *Measuring Up 2000*, but not in the majority of measures in this category. The percentage of 8th graders who take algebra has increased, but remains very low. The percentage of high school students taking an upper-level math course remains only fair, and the proportion taking upper-level science has dropped lower. Higher proportions of high school juniors and seniors are taking and scoring well on college entrance and Advanced Placement exams, but the state scores poorly on both of these measures.

Participation: Improvement since *Measuring Up 2000* – Higher Grade. Since *Measuring Up 2000*, the proportion of Oklahoma high school students who go on to college immediately after high school has increased, although it remains low. The percentage of young adults (ages 18 to 24) who enroll in college-level education has dropped and is now fairly low. A fair proportion of working-age adults (ages 25 to 49) enroll part-time in education or training beyond high school.

Affordability: Improvement since *Measuring Up 2000* – Lower Grade. Oklahoma is now a top performer on the low share of family income needed, after financial aid, to attend public two- and four-year colleges and universities. However, the state still invests very little in financial aid to low-income students and families. And Oklahoma does not compare well with other states in the large share of income that the poorest families must pay to attend the lowest-priced colleges. Because other states improved more in this category, Oklahoma's grade dropped.

Completion: Improvement since *Measuring Up 2000* – No Change in Grade. The proportion of Oklahoma's first-year students at two- and four-year colleges who return for their second year has increased since *Measuring Up 2000*. However, a low proportion of first-time, full-time college students earn a bachelor's degree within five years of finishing high school. Also, the proportion of students completing certificates and degrees relative to the number enrolled has increased, but remains only fair.

Benefits: Improvement since *Measuring Up 2000* – Higher Grade. The proportion of Oklahoma residents with a bachelor's degree, while fairly low, has increased since *Measuring Up 2000*, and the economic benefits to the state are low. Oklahoma residents contribute substantially to the civic good, as measured by voting and especially by charitable contributions.

Learning. Based on available information on student learning, it is not possible to make systematic state-by-state comparisons.

Grades measure a state's performance in relation to other states. Improvement since Measuring Up 2000 (described as "Improvement" or "No Improvement") measures a state's progress in relation to its own previous results.

OREGON

Preparation: Improvement since *Measuring Up 2000* – Higher Grade. Since *Measuring Up 2000*, the percentage of 8th graders in Oregon who take algebra shows improvement, but the percentages of high school students taking upper-level math and science remain low. The state has become a top performer on the proportion of 8th graders who score well on national math assessments, and the state's performance has increased notably on the same measure for low-income 8th graders.

Participation: No Improvement since *Measuring Up 2000* – Higher Grade. Oregon has seen some improvement in participation since *Measuring Up 2000*, but not in the majority of measures in this category. The small percentage of high school students who go on to college immediately after high school has dropped. The proportion of young adults (ages 18 to 24) who enroll in college-level education has also decreased. However, the proportion of working-age adults (ages 25 to 49) who enroll part-time in education or training beyond high school, while still low, has increased. Oregon made no improvement in this category, but because other states declined, it received a higher grade.

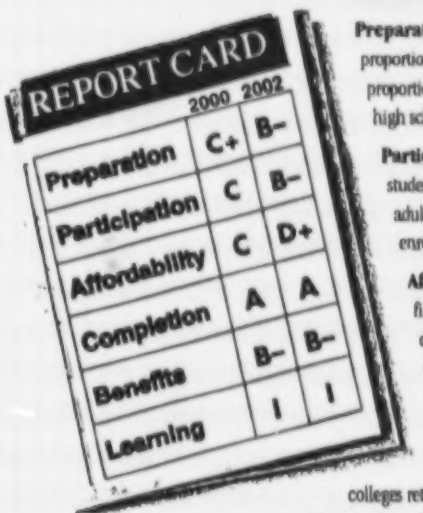
Affordability: Improvement since *Measuring Up 2000* – Lower Grade. Since *Measuring Up 2000*, Oregon shows improvement in decreasing the share of income, after financial aid, that students and families must pay to attend public two- and four-year colleges and universities. Yet relative to other states, this share is still very large. Also, Oregon invests even less in financial aid for low-income families than reported in 2000. Because other states have improved more in this category, Oregon's grade dropped.

Completion: Improvement since *Measuring Up 2000* – No Change in Grade. Consistent with *Measuring Up 2000*, a fair percentage of first-time, full-time college students in Oregon earn a bachelor's degree within five years of finishing high school. The proportion of undergraduate students completing certificates and degrees relative to the number enrolled has increased, but remains fair compared with other states.

Benefits: Improvement since *Measuring Up 2000* – Higher Grade. A fair proportion of Oregon residents have a bachelor's degree, and the economic benefits to the state are fair. The state is also a top performer in economic benefits to the state as a result of the proportion of residents who have attended at least some college but have not earned a degree.

Learning. Based on available information on student learning, it is not possible to make systematic state-by-state comparisons.

PENNSYLVANIA



Preparation: Improvement since *Measuring Up 2000* – Higher Grade. Consistent with *Measuring Up 2000*, a very large proportion of Pennsylvania's young adults earn a high school diploma or a General Education Development (GED) diploma by age 24. The proportion of high school students taking and scoring well on college entrance exams has increased, but remains small. The proportion of high school students taking and scoring well on Advanced Placement tests, while still very low, has improved markedly.

Participation: Improvement since *Measuring Up 2000* – Higher Grade. The proportion of Pennsylvania high school students who go on to college right after high school has increased since *Measuring Up 2000*, and is high. The percentage of young adults (ages 18 to 24) enrolling in college-level education remains high. Also, the proportion of working-age adults (ages 25 to 49) enrolled part-time in education or training beyond high school, while still very low, has increased substantially.

Affordability: Improvement since *Measuring Up 2000* – Lower Grade. The share of family income required, after financial aid, to attend four-year institutions in Pennsylvania has dropped since *Measuring Up 2000*, but it remains very high compared with other states. Pennsylvania is now a top performer in financial aid to low-income students. But the share of income the state's poorest families must pay for tuition at the state's lowest-priced colleges does not compare well with other states. Because other states improved more in this category, Pennsylvania's grade dropped.

Completion: No Improvement since *Measuring Up 2000* – No Change in Grade. Consistent with *Measuring Up 2000*, Pennsylvania performs very well on every measure in this category. The proportion of first-year students at community colleges returning for their second year remains very high. The state is a top performer on the proportion of first-time, full-time college students who complete a bachelor's degree within six years of enrolling. And Pennsylvania retains top-performing standing on the proportion of students completing certificates and degrees relative to the number enrolled.

Benefits: Improvement since *Measuring Up 2000* – No Change in Grade. The proportion of Pennsylvania residents with a bachelor's degree is fairly high, and the economic benefits to the state are very good. State residents contribute to the civic good, particularly as measured by charitable contributions.

Learning. Based on available information on student learning, it is not possible to make systematic state-by-state comparisons.

Grades measure a state's performance in relation to other states. Improvement since Measuring Up 2000 (described as "Improvement" or "No Improvement") measures a state's progress in relation to its own previous results.

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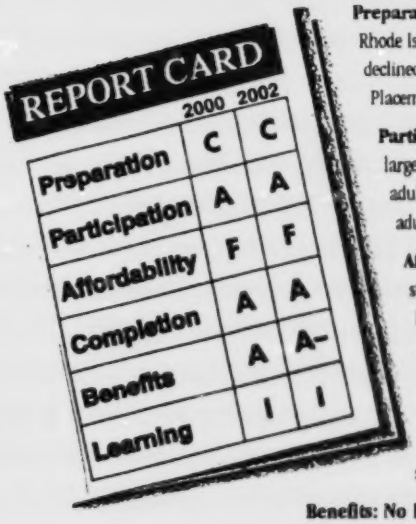
RHODE ISLAND



Preparation: Improvement since *Measuring Up 2000* – No Change in Grade. Since *Measuring Up 2000*, the proportion of Rhode Island 8th graders who score well on national math assessments has increased, but the same measure for low-income 8th graders has declined markedly. The percentages of Rhode Island high school students taking and scoring well on college entrance exams and on Advanced Placement tests show improvement, but remain low.

Participation: Improvement since *Measuring Up 2000* – No Change in Grade. Compared with *Measuring Up 2000*, a larger proportion of Rhode Island's high school students go on to college immediately after high school. Also, a large proportion of young adults (ages 18 to 24) enroll in college-level education. Rhode Island retains its top-performing standing in the proportion of working-age adults (ages 25 to 49) enrolled part-time in education or training beyond high school.

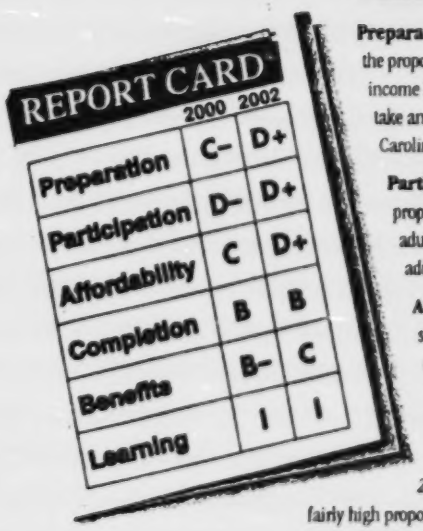
Affordability: Improvement since *Measuring Up 2000* – No Change in Grade. The share of income that Rhode Island students and families pay, after financial aid, to attend the state's public and private four-year colleges and universities remains very high, although it has gone down since *Measuring Up 2000*. Also, Rhode Island's investment in financial aid for low-income students has dropped and remains very low.

Completion: No Improvement since *Measuring Up 2000* – No Change in Grade. Rhode Island performs very well on every measure in this category. A very high proportion of freshmen at four-year colleges and universities return for their second year. Also, the state is a top performer in the proportion of first-time, full-time college students who earn a bachelor's degree within six years of enrolling in college.

Benefits: No Improvement since *Measuring Up 2000* – Lower Grade. A high percentage of Rhode Island residents have a bachelor's degree, and the economic benefits to the state are good. Rhode Island residents contribute substantially to the civic good; a high percentage of the population votes and Rhode Island is a top performer in charitable contributions.

Learning. Based on available information on student learning, it is not possible to make systematic state-by-state comparisons.

SOUTH CAROLINA



Preparation: Improvement since *Measuring Up 2000* – Lower Grade. Since *Measuring Up 2000*, South Carolina has increased the proportion of 8th graders who score well on national math assessments, but this proportion remains very low. The performance of low-income 8th graders on these math exams is also very low. South Carolina has increased the proportion of high school juniors and seniors who take and score well on college entrance and Advanced Placement exams. Because other states improved more in this category, however, South Carolina's grade dropped.

Participation: Improvement since *Measuring Up 2000* – Higher Grade. Consistent with *Measuring Up 2000*, a low proportion of high school students in South Carolina go on to college right after high school. Likewise, the percentage of working-age adults (ages 25 to 49) enrolled part-time in education or training beyond high school is still very low. But a good proportion of young adults (ages 18 to 24) are enrolled in college-level education, up since the earlier report.

Affordability: Improvement since *Measuring Up 2000* – Lower Grade. The share of family income that South Carolina students and families must spend, after financial aid, to attend the state's two-year colleges has decreased notably, and is now fairly low compared with other states. However, the share that they must pay to attend public and private four-year colleges remains fairly high. The state's investment in financial aid for low-income families is very low. South Carolina has improved on most affordability measures, but because other states improved more, South Carolina's grade has dropped.

Completion: No Improvement since *Measuring Up 2000* – No Change in Grade. Consistent with *Measuring Up 2000*, large percentages of South Carolina's freshmen at two- and four-year colleges and universities return for their second year. A fairly high proportion of first-time, full-time college students earn a bachelor's degree within five years of finishing high school. A high proportion of first-time, full-time students finish their bachelor's degree within six years of enrolling in college. And a large proportion of students complete certificates and degrees relative to the number enrolled.

Benefits: No Improvement since *Measuring Up 2000* – Lower Grade. A small proportion of South Carolina residents have a bachelor's degree, and the economic benefits to the state have decreased since the earlier report. But the state receives good civic benefits from its population, especially as measured by charitable contributions.

Learning. Based on available information on student learning, it is not possible to make systematic state-by-state comparisons.

Grades measure a state's performance in relation to other states. Improvement since Measuring Up 2000 (described as "Improvement" or "No Improvement") measures a state's progress in relation to its own previous results.

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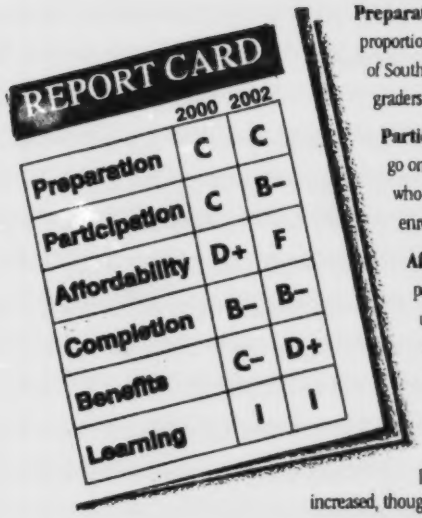
SOUTH DAKOTA



Preparation: Improvement since *Measuring Up 2000* – No Change in Grade. South Dakota has top-performing standing in the proportion of young adults who earn a high school diploma or a General Education Development (GED) diploma by age 24. The percentages of South Dakota high school students who enroll in upper-level science and math courses have increased. However, the proportion of 8th graders who enroll in algebra has dropped markedly and is very low.

Participation: Improvement since *Measuring Up 2000* – Higher Grade. The large proportion of South Dakota students who go on to college immediately after high school has increased since *Measuring Up 2000*. The proportion of young adults (ages 18 to 24) who enroll in college-level education remains good, despite a slight decline. The percentage of working-age adults (ages 25 to 49) who enroll part-time in education or training beyond high school has also improved, although it is still very low.

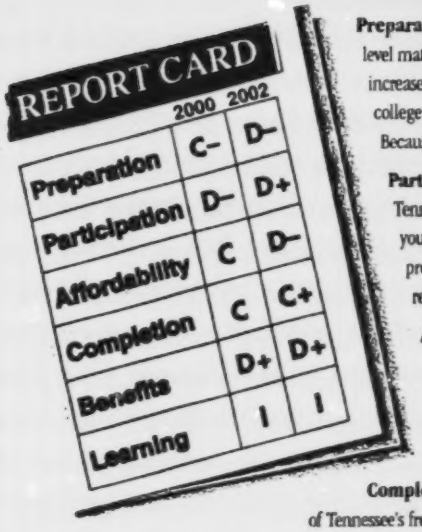
Affordability: No Improvement since *Measuring Up 2000* – Lower Grade. South Dakota compares well with the best-performing states on the share of family income required, after financial aid, to attend public two- and four-year colleges and universities. However, attendance at the state's private institutions requires a high share of family income, compared with other states. South Dakota is a top-performing state on the low average loan amount that undergraduate students borrow for their higher education. But South Dakota provides no financial aid to low-income families.

Completion: Improvement since *Measuring Up 2000* – No Change in Grade. The percentage of South Dakota freshmen at four-year colleges returning for their sophomore year has decreased since *Measuring Up 2000*, and is now fair. The proportion of first-time, full-time college students who earn a bachelor's degree within five years of finishing high school has increased, though it remains fairly low. The percentage of students who complete certificates and degrees relative to the number enrolled is very high.

Benefits: Improvement since *Measuring Up 2000* – Lower Grade. Since *Measuring Up 2000*, a higher proportion of South Dakota residents have a bachelor's degree, yet compared with other states this performance remains fair. The economic benefits to the state also have improved, yet remain very low. The state receives good civic benefits from its population, as measured by voting and charitable contributions. Because other states improved more in this category, South Dakota's grade dropped.

Learning. Based on available information on student learning, it is not possible to make systematic state-by-state comparisons.

TENNESSEE



Preparation: Improvement since *Measuring Up 2000* – Lower Grade. Relatively few Tennessee high school students take upper-level math or science. The proportion of 8th graders, including low-income 8th graders, scoring well on national math assessments has increased notably since *Measuring Up 2000*, but remains very low. A fairly high proportion of high school seniors take and score well on college entrance exams, but the proportion taking and scoring well on Advanced Placement exams remains very low, despite an increase. Because other states improved more in this category, Tennessee's grade dropped.

Participation: Improvement since *Measuring Up 2000* – Higher Grade. The percentage of high school students in Tennessee who go on to college right after high school is low, and has dropped since *Measuring Up 2000*. However, a fair proportion of young adults (ages 18 to 24) now enroll in college-level education, showing substantial improvement since the earlier report. The proportion of working-age adults (ages 25 to 49) enrolled in education or training beyond high school has increased, although it remains very low.

Affordability: No Improvement since *Measuring Up 2000* – Lower Grade. Tennessee has seen some improvement in affordability since *Measuring Up 2000*, but not in the majority of measures in this category. The share of family income, after financial aid, that families and students must pay to attend two- and four-year colleges has increased and is now fairly large. The share of income they must pay to attend private four-year colleges shows improvement but remains high. Tennessee's investment in financial aid to low-income students and families remains very low.

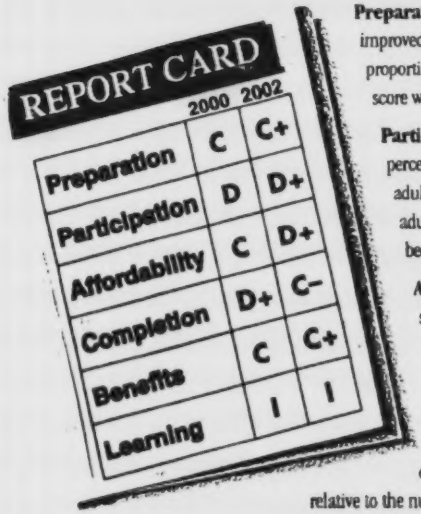
Completion: Improvement since *Measuring Up 2000* – Higher Grade. Consistent with *Measuring Up 2000*, good percentages of Tennessee's freshmen at two- and four-year colleges and universities return for their sophomore year. A fair proportion of first-time, full-time college students earn a bachelor's degree within five years of finishing high school. The proportion of students completing certificates and degrees relative to the number enrolled remains only fair, but has increased since the earlier report.

Benefits: No Improvement since *Measuring Up 2000* – No Change in Grade. Tennessee has seen some improvement in benefits since *Measuring Up 2000*, but not in the majority of measures. The low percentage of residents who have a bachelor's degree has not improved, and the economic benefits to the state remain low. State residents contribute to the civic good, particularly as measured by charitable contributions.

Learning. Based on available information on student learning, it is not possible to make systematic state-by-state comparisons.

Grades measure a state's performance in relation to other states. Improvement since Measuring Up 2000 (described as "Improvement" or "No Improvement") measures a state's progress in relation to its own previous results.

TEXAS



Preparation: Improvement since *Measuring Up 2000* – Higher Grade. Since *Measuring Up 2000*, Texas has substantially improved the proportion of high school students who take upper-level math, so that now it is a top-performing state on this measure. A fair proportion of 8th graders now score well on national math assessments, up from the earlier report, but relatively few low-income 8th graders score well on these tests. Texas is a top performer in the percentage of 12th graders taking upper-level math.

Participation: No Improvement since *Measuring Up 2000* – Higher Grade. Consistent with *Measuring Up 2000*, the percentage of high school students in Texas who go on to college right after high school remains very low. A small proportion of young adults (ages 18 to 24) enroll in college-level education, showing a decrease since the earlier report. Also, a small proportion of working-age adults (ages 25 to 49) enroll part-time in education or training beyond high school. Texas made no improvement in this category, but because other states declined, it received a higher grade.

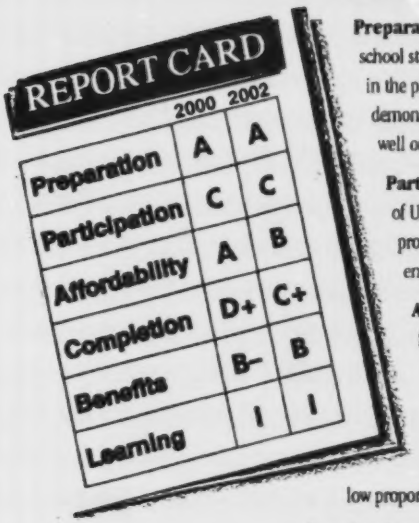
Affordability: Improvement since *Measuring Up 2000* – Lower Grade. Texas compares well with other states in the share of family income needed, after financial aid, to attend the state's two-year colleges. But the share of income needed to attend public and private four-year colleges and universities is large compared to other states. The state's investment in financial aid for low-income families has increased, but remains very low. Because other states improved more in this category, Texas' grade dropped.

Completion: Improvement since *Measuring Up 2000* – Higher Grade. A high percentage of freshmen at four-year colleges and universities return for their sophomore year in Texas. But a low proportion of first-time, full-time college students earn a bachelor's degree within five years of finishing high school. The proportion of students who complete certificates and degrees relative to the number enrolled, while remaining fairly low, has improved.

Benefits: Improvement since *Measuring Up 2000* – Higher Grade. The proportion of Texas residents who have a bachelor's degree has increased since *Measuring Up 2000* and is now fairly large; the economic benefits to the state also have increased. State residents contribute to the civic good, as measured by charitable contributions; but a low percentage of the population votes.

Learning. Based on available information on student learning, it is not possible to make systematic state-by-state comparisons.

UTAH



Preparation: Improvement since *Measuring Up 2000* – No Change in Grade. Utah is a top performer in the percentage of high school students taking upper-level math, and has improved the percentage taking upper-level science as well. Utah is the top-performing state in the proportion of 8th graders taking algebra, but since *Measuring Up 2000*, the proportion of 8th graders from low-income families who demonstrate proficiency on national assessments of mathematics has dropped. Utah improved the percentages of students taking and scoring well on college entrance and Advanced Placement exams.

Participation: Improvement since *Measuring Up 2000* – No Change in Grade. Since *Measuring Up 2000*, the proportion of Utah's students who go on to college immediately after high school has dropped. But Utah's performance improved slightly in the proportion of young adults (ages 18 to 24) enrolled in college-level education. The percentage of working-age adults (ages 25 to 49) enrolled part-time in education or training beyond high school has also increased. Utah's overall performance in this category is fair.

Affordability: Improvement since *Measuring Up 2000* – Lower Grade. Utah is now a top performer on the low share of family income required, after financial aid, to attend public two- and four-year colleges, and it is the top-performing state on the same measure for private four-year colleges. However, because other states have shown more improvement, Utah's grade has dropped. Utah still makes almost no investment in financial aid for low-income families.

Completion: Improvement since *Measuring Up 2000* – Higher Grade. Utah's performance in this category, though only fair, has improved. A large proportion of freshmen at four-year colleges and universities return for their sophomore year. But a low proportion of first-time, full-time college students receive a bachelor's degree within five years of finishing high school.

Benefits: Improvement since *Measuring Up 2000* – Higher Grade. Since *Measuring Up 2000*, a larger proportion of Utah residents have a bachelor's degree, and the economic benefits to the state are fair. Utah residents continue to contribute substantially to the civic good, as measured by voting and charitable contributions.

Learning. Based on available information on student learning, it is not possible to make systematic state-by-state comparisons.

Grades measure a state's performance in relation to other states. Improvement since Measuring Up 2000 (described as "Improvement" or "No Improvement") measures a state's progress in relation to its own previous results.

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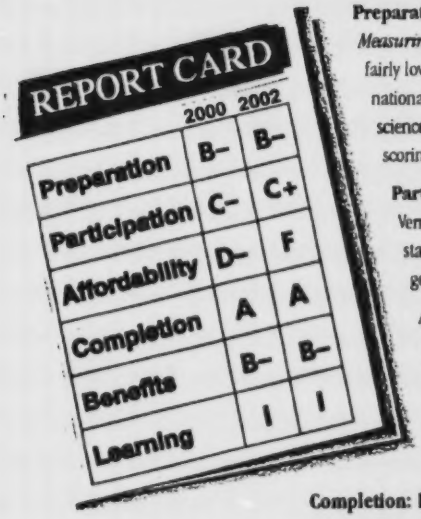
VERMONT



Preparation: No Improvement since *Measuring Up 2000* – No Change in Grade. Vermont has improved in preparation since *Measuring Up 2000*, but not in the majority of measures in this category. A fair proportion of high school students take upper-level math; a fairly low proportion take upper-level science, and this proportion has decreased. A small percentage of low-income 8th graders score well on national math assessments, but the state is now a top performer in the percentage of 8th graders who score well on national math and science assessments. Although Vermont shows substantial improvement in the proportion of high school juniors and seniors taking and scoring well on Advanced Placement exams, that proportion remains very low compared with the best-performing states.

Participation: Improvement since *Measuring Up 2000* – Higher Grade. Since *Measuring Up 2000*, the proportion of Vermont's students who go on to college immediately after high school has declined, yet remains fair compared with the best-performing states. The proportion of working-age adults (ages 25 to 49) who enroll in education or training beyond high school remains low. But a good proportion of young adults (ages 18 to 24) enroll in college-level education, and this figure has increased since the earlier report.

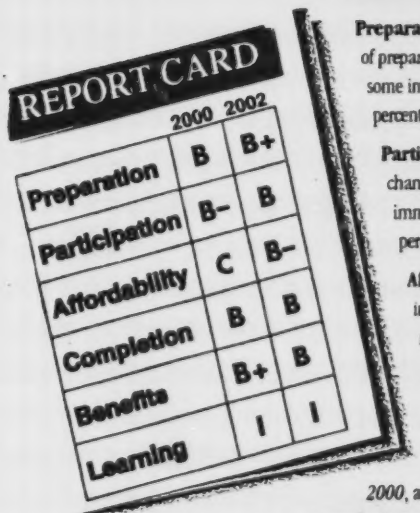
Affordability: Improvement since *Measuring Up 2000* – Lower Grade. The share of family income, after financial aid, that Vermont's families and students must pay to attend public four-year colleges and universities has decreased since *Measuring Up 2000*, but remains very high. Vermont has improved in the share of income required to attend private four-year institutions, but that share remains very high. The state has increased its investment in financial aid for low-income families, but the share of income required of the poorest families to attend the lowest-priced colleges is very high compared with other states. Because other states improved more in this category, Vermont's grade dropped.

Completion: Improvement since *Measuring Up 2000* – No Change in Grade. Vermont scores very high on most measures in this category. The state retains its top-performing standing in the proportion of first-time, full-time college students who earn a bachelor's degree within five years of finishing high school. And the state is now also a top performer in the proportion of students who complete certificates and degrees relative to the number enrolled.

Benefits: Improvement since *Measuring Up 2000* – No Change in Grade. A very large proportion of Vermont residents have a bachelor's degree, up from *Measuring Up 2000*, but the economic benefits to the state are very low. State residents contribute substantially to the civic good, as measured by voting and charitable contributions.

Learning. Based on available information on student learning, it is not possible to make systematic state-by-state comparisons.

VIRGINIA



Preparation: Improvement since *Measuring Up 2000* – Higher Grade. Virginia has improved its performance in most measures of preparing students for college. National math assessments of 8th graders have improved, especially for low-income students. Virginia shows some improvement in the proportion of students taking and doing well on college entrance exams, and has improved to top standing in the percentage of students who take and score well on Advanced Placement tests.

Participation: No Improvement since *Measuring Up 2000* – Higher Grade. Virginia's performance in participation has changed little, but relative to the results of other states, the state's grade improved. A fair proportion of Virginia's students go on to college immediately after high school. A fair proportion of young adults (ages 18 to 24) enroll in college-level education. Similarly, a fair percentage of working-age adults (ages 25 to 49) enroll part-time in education or training beyond high school.

Affordability: Improvement since *Measuring Up 2000* – Higher Grade. Virginia's performance in this category has improved since *Measuring Up 2000*, and the state is now among the best-performing states in the low share of family income required, after financial aid, to attend two-year colleges in the state. Virginia also now performs well on the share of family income required, after financial aid, to attend public four-year colleges, which enroll the majority of the state's students. Virginia's investment in financial aid to low-income families remains very low, but the state is now a top performer in providing low-priced education to the state's poorest families.

Completion: No Improvement since *Measuring Up 2000* – No Change in Grade. Consistent with *Measuring Up 2000*, a large proportion of Virginia's first-year students at two-year colleges, and a very large proportion at four-year colleges and universities, return for their second year. A large proportion of first-time, full-time college students complete their bachelor's degree within five years of finishing high school. But only a fair proportion of undergraduate students receive certificates and degrees relative to the number enrolled.

Benefits: No Improvement since *Measuring Up 2000* – Lower Grade. The proportion of Virginia's residents with a bachelor's degree remains high, while the economic benefits to the state are low. Consistent with *Measuring Up 2000*, Virginia compares very well with other states on charitable contributions.

Learning. Based on available information on student learning, it is not possible to make systematic state-by-state comparisons.

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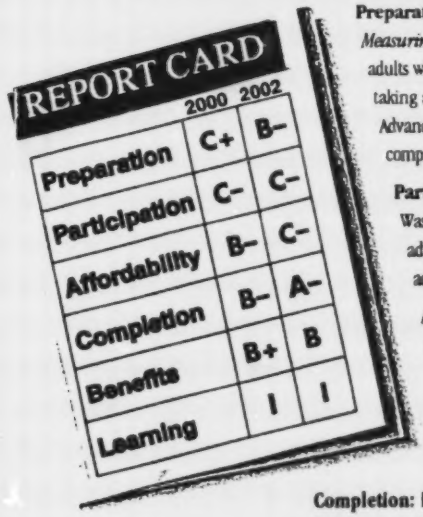
WASHINGTON



Preparation: No Improvement since *Measuring Up 2000* – Higher Grade. Washington has improved in preparation since *Measuring Up 2000*, but not in the majority of measures in this category. The state has seen no improvement in the proportion of young adults who earn a high school diploma or a General Education Development (GED) diploma by age 24. The proportion of high school seniors taking and scoring well on college entrance exams remains high, up since the earlier report. The proportion taking and scoring well on Advanced Placement exams has improved substantially, but remains very low. Washington made no improvement in this category, but compared to other states its grade increased slightly.

Participation: Improvement since *Measuring Up 2000* – No Change in Grade. A low proportion of high school students in Washington go on to college immediately after high school, a decrease since *Measuring Up 2000*. Also, the percentage of working-age adults (ages 25 to 49) enrolled part-time in education or training beyond high school remains very low. But a good proportion of young adults (ages 18 to 24) now enroll in college-level education, up from the 2000 report.

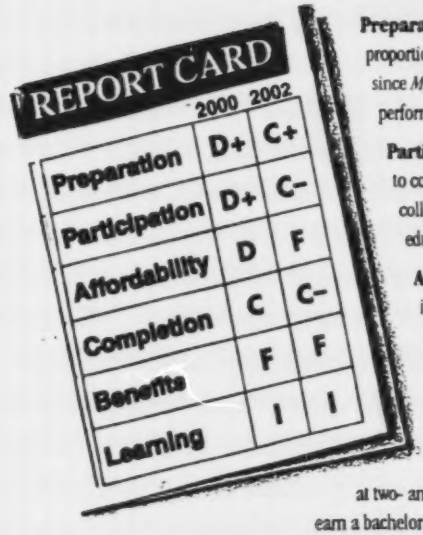
Affordability: Improvement since *Measuring Up 2000* – Lower Grade. Consistent with *Measuring Up 2000*, the share of family income required, after financial aid, to attend Washington's public two- and four-year colleges and universities is still fairly low. However, the share of income needed to attend private four-year institutions remains very high, even though it has dropped. And the state does not compare well with the best-performing states on the share of income that the state's poorest families pay to attend the lowest-priced colleges. Washington has improved in most measures in this category, but because other states improved more, Washington's grade dropped.

Completion: Improvement since *Measuring Up 2000* – Higher Grade. Washington remains a top-performing state in the percentage of freshmen at public and private four-year colleges and universities who return for their sophomore year. The state is also a top performer in the proportion of first-time, full-time college students earning their bachelor's degree within six years of enrolling. Also, a high proportion of students complete certificates and degrees relative to the number enrolled.

Benefits: No Improvement since *Measuring Up 2000* – Lower Grade. Consistent with *Measuring Up 2000*, the percentage of Washington residents who have a bachelor's degree remains high. But the economic benefits to the state have decreased, and are low. State residents contribute substantially to the civic good, as measured by voting and charitable contributions.

Learning. Based on available information on student learning, it is not possible to make systematic state-by-state comparisons.

WEST VIRGINIA



Preparation: Improvement since *Measuring Up 2000* – Higher Grade. West Virginia has become a top performer in the proportion of high school students taking upper-level math and science courses, showing substantial improvement on both these measures since *Measuring Up 2000*. A good proportion of 8th graders now take algebra, also up considerably since that report. However, the state still performs poorly, despite improvement, on the proportion of low-income 8th graders who score high on national math assessments.

Participation: Improvement since *Measuring Up 2000* – Higher Grade. A fair proportion of students in West Virginia go on to college immediately after high school, up from *Measuring Up 2000*. The percentage of young adults (ages 18 to 24) who enroll in college-level education has dropped substantially. A very low proportion of working-age adults (ages 25 to 49) enroll part-time in education or training beyond high school.

Affordability: Improvement since *Measuring Up 2000* – Lower Grade. Since *Measuring Up 2000*, West Virginia shows improvement in decreasing the share of family income, after financial aid, that families and students must pay to attend the state's public four-year colleges and universities, but the share is still high compared with other states. Although the state has increased its investment in financial aid for low-income families, it still performs very poorly on this measure. However, West Virginia compares very well with the best-performing states on undergraduates' low reliance on debt to pay for higher education. Because other states improved more in this category, West Virginia's grade dropped.

Completion: No Improvement since *Measuring Up 2000* – Lower Grade. The proportion of West Virginia freshmen at two- and four-year colleges who return for their sophomore year is high. However, the proportion of first-time, full-time college students who earn a bachelor's degree within five years of finishing high school has decreased and is now very low. The proportion of students completing certificates and degrees relative to the number enrolled also has dropped, and is now only fair.

Benefits: No Improvement since *Measuring Up 2000* – No Change in Grade. Consistent with *Measuring Up 2000*, the percentage of West Virginia residents who have a bachelor's degree remains very low, and the economic benefits to the state are also low. State residents contribute to the civic good, as measured by charitable contributions, but only a fair percentage of the population votes.

Learning. Based on available information on student learning, it is not possible to make systematic state-by-state comparisons.

Grades measure a state's performance in relation to other states. Improvement since Measuring Up 2000 (described as "Improvement" or "No Improvement") measures a state's progress in relation to its own previous results.

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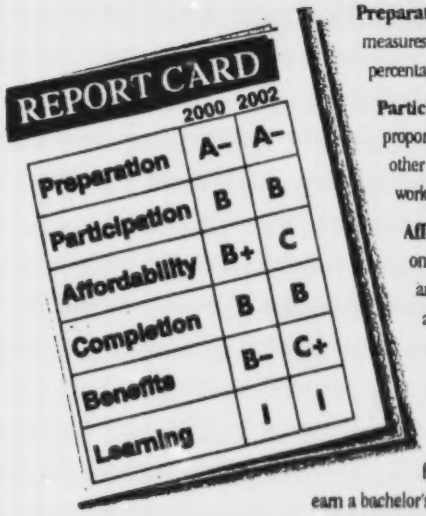
WISCONSIN



Preparation: No Improvement since *Measuring Up 2000* – No Change in Grade. Wisconsin is a top-performing state on both measures of high school students taking upper-level courses, in math as well as in science. And Wisconsin remains a top performer on the percentage of 12th graders who take and score well on college entrance exams.

Participation: No Improvement since *Measuring Up 2000* – No Change in Grade. Since *Measuring Up 2000*, the proportion of Wisconsin students who go on to college immediately after high school has dropped, but it remains good compared with other states. Also, a good percentage of young adults (ages 18 to 24) enroll in college-level education. But a fairly low proportion of working-age adults (ages 25 to 49) enroll part-time in education or training beyond high school.

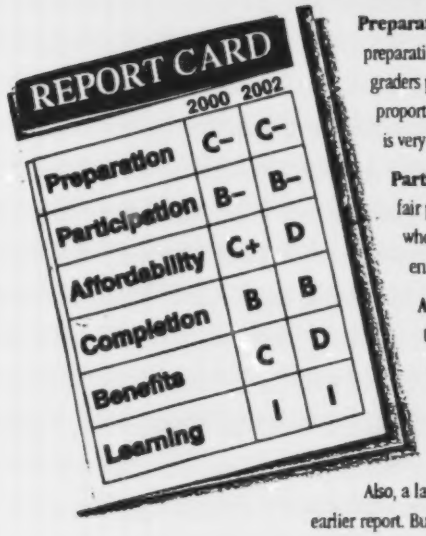
Affordability: No Improvement since *Measuring Up 2000* – Lower Grade. Wisconsin retains its top-performing standing on the low share of family income required, after financial aid, to attend public four-year colleges and universities. In addition, families and students pay a relatively low share of their income to attend public two-year colleges. However, the state's poorest families must pay a very high share of their income to attend the state's lowest-priced colleges. Wisconsin still compares very well with the best-performing states on undergraduates' low reliance on debt to pay for higher education. Because of the improvements of other states in this category, Wisconsin's grade dropped.

Completion: No Improvement since *Measuring Up 2000* – No Change in Grade. Wisconsin has seen some improvements in completion since *Measuring Up 2000*, but not in the majority of measures in this category. A high percentage of freshmen at four-year colleges and universities return for their second year. The proportion of first-time, full-time college students who earn a bachelor's degree within five years of finishing high school has improved and remains high. The state has seen no improvement in the proportion of students who complete certificates and degrees relative to the number enrolled.

Benefits: Improvement since *Measuring Up 2000* – Lower Grade. A fair proportion of Wisconsin residents have a bachelor's degree, up from *Measuring Up 2000*; the economic benefits to the state are fairly low, despite some improvement. Wisconsin is a top-performing state on the percentage of residents who vote. Because other states improved more in this category, however, Wisconsin's grade dropped.

Learning. Based on available information on student learning, it is not possible to make systematic state-by-state comparisons.

WYOMING



Preparation: No Improvement since *Measuring Up 2000* – No Change in Grade. Wyoming has seen some improvement in preparation since *Measuring Up 2000*, but not in the majority of measures in this category. The state has improved in the percentage of 8th graders performing well on national math assessments, though that percentage remains fair compared with the best-performing states. A good proportion of 8th graders perform well on national science assessments. But the percentage of high school students taking upper-level science is very low, as is the percentage of 8th graders taking algebra.

Participation: Improvement since *Measuring Up 2000* – No Change in Grade. Consistent with *Measuring Up 2000*, a fair proportion of students in Wyoming go on to college immediately after high school. The proportion of young adults (ages 18 to 24) who enroll in college-level education has increased; that measure is now high. But the proportion of working-age adults (ages 25 to 49) enrolling part-time in education or training beyond high school has dropped and is now low.

Affordability: No Improvement since *Measuring Up 2000* – Lower Grade. Wyoming compares well to the best-performing states in the share of family income needed, after financial aid, to attend the state's public two-year and four-year colleges and universities. The state remains a top performer on undergraduates' low reliance on debt to pay for higher education. But Wyoming makes no investment in financial aid for low-income students and families.

Completion: Improvement since *Measuring Up 2000* – No Change in Grade. Consistent with *Measuring Up 2000*, a large proportion of Wyoming's first-year students at two-year colleges and at its four-year university return for their second year. Also, a large proportion of students complete certificates and degrees relative to the number enrolled, and this figure has improved since the earlier report. But a low proportion of first-time, full-time college students earn a bachelor's degree within five years of finishing high school.

Benefits: No Improvement since *Measuring Up 2000* – Lower Grade. Since *Measuring Up 2000*, the percentage of Wyoming residents who have a bachelor's degree has decreased; the economic benefits to the state also have decreased and are very low. But the state receives good civic benefits from its population, as measured by voting and charitable contributions.

Learning. Based on available information on student learning, it is not possible to make systematic state-by-state comparisons.

Grades measure a state's performance in relation to other states. Improvement since Measuring Up 2000 (described as "Improvement" or "No Improvement") measures a state's progress in relation to its own previous results.

TUITION IS RISING AS STATES FACE BUDGET DIFFICULTIES

By William Trombley

WHEN MISSOURI GOVERNOR BOB HOLDEN announced last spring that the state would be unable to make 60% of its May and June payments to Missouri's 31 public colleges and universities because of a huge state budget deficit, campus officials were stunned. The money withheld ranged from $500,000 at tiny Linn State Technical College to more than $41 million at the four-campus University of Missouri system.

Since the academic year was almost over and most of this money already had been spent or committed, "there was a lot of shell shock," said Robert Stein, associate commissioner for academic affairs at the Missouri Coordinating Board for Higher Education. "Everybody was in a tailspin, trying to figure out what options they had."

Chuck Kuyrat, Black Star

Jack Magruder, president of Truman State University, in Missouri.

Several campuses ordered immediate hiring freezes. Others dipped into carefully hoarded reserve funds. Southeast Missouri State University declared a "fiscal emergency," allowing administrators to dismiss even tenured professors. At least one campus—Harris-Stowe State College, in St. Louis, ran out of money to pay its bills.

This was the third reduction in Missouri higher education spending during the 2002 fiscal year, for a total of $286 million—representing 37% of all the cuts Governor Holden and the Legislature made to balance the budget. Holden also ordered a 10% reduction in the colleges' "core budget" for 2003, and warned that more money might be withheld if state revenues do not pick up.

To cope with the cuts, campus officials have increased tuition and fees by 5 to 25%. The four University of Missouri campuses raised undergraduate tuition by 8.4% and tacked on an additional surcharge of nine dollars per credit unit. This means undergraduates will be paying, on average, 14.3% more than they did a year ago.

The university also has offered early retirement to 2,000 faculty and staff members, hoping to reduce the payroll by 400 to 500 people. Several academic programs have been eliminated at the flagship campus in Columbia and at the university's medical school.

Some Missouri campuses have been forced to tap into reserve funds. "Over a 10-year period, we had accumulated a 'rainy day fund' of about $3 million and it was all paid out in a single day," said Ivy Locke, vice president for finance at Southeast Missouri State.

Truman State University, ranked high among Midwest regional universities in the annual *U.S. News & World Report* survey, suffered a $6 million cut in its state appropriation last year and faces at least another $4.6 million reduction this year. Truman has left 40 faculty and staff positions unfilled, resulting in an increase in the student-faculty ratio.

"We're reducing some services and others will take longer," said President Jack Magruder. "We've managed so far but I can tell you the long term doesn't look good."

> "Since many of these tuition and fee increases have occurred in the last few months, they are not reflected in the affordability grades reported in *Measuring Up 2002.*"

There is no money for Missouri's "Funding for Results" program, which has given financial rewards to campuses that have improved their graduation and retention rates, among other criteria.

"We are still committed to performance assessment," said Commissioner of Higher Education Kala Stroup, "but realistically, without the resources, where is the incentive for campuses to do better?"

"It really has been devastating," said Sandra Kauffman, chair of the higher education coordinating board and a former state legislator. "All of the gains of the past five or six years have been lost. Every institution has been very adversely affected."

Kauffman said she was "surprised and disappointed" by the lack of political support for higher education.

"We tried to make the case that it was shortsighted to make such deep cuts in postsecondary education because these [campuses] are the economic engine for the state," she said, "but it was as if they just were not listening."

The Missouri experience has been repeated across the country, as the recession and the aftermath of the September 11 terrorist attacks have eaten into state revenues. In July, the National Conference of State Legislatures estimated that the gap between revenues and spending in the 50 states was at least $36 billion for the 2002 fiscal year and predicted the gap would widen to $58 billion in 2003.

Tennessee ran out of money last summer, suspending most state operations for several days and causing summer sessions at both the University of Tennessee and the State University and Community College systems to end prematurely.

Kentucky Governor Paul Patton and the Legislature have been unable to agree on a budget, so the state is proceeding under an "executive spending plan," which includes about a one percent cut in higher education spending for the 2003 fiscal year, on top of a two percent cut last year.

At this writing, California is almost two months past its budget deadline, with Governor Gray Davis and Republicans in the Legislature still at odds over how to deal with the state's whopping $23.6 billion deficit. So far, only modest cuts in higher education spending have been proposed and there are no plans to raise tuition, which has been frozen for seven years. But administrators are apprehensive.

"We can escape this year but next year could be very difficult," said Charles B. Reed, chancellor of the 23-campus California State University system. "We will need both a tax increase and a fee [tuition] increase."

State officials have asked both the California State University and the University of California systems to prepare for draconian 20% cuts in the 2003–04 budget.

In many other states, however, governors and legislatures have already cut higher education spending because it is one of the few discretionary items in most state budgets. As in Missouri, college and university officials in many states have responded with substantial tuition and fee increases, making higher education less affordable for all. Some states also have trimmed their student financial aid budgets, which means low-income students will find it more difficult to pursue education beyond high school.

Since many of these tuition and fee increases have occurred in the last few months, they are not reflected in the affordability grades reported in *Measuring Up 2002*.

Some of the tuition increases are steep: Texas A & M will charge freshmen and other new students 27% more than a year ago, Ohio State 19%, and the University of Illinois at Urbana-Champaign 10% plus a $1,000 surcharge for freshmen. On Kansas public campuses, the average increase will be 21%, in Iowa 19%. The Legislature in the State of Washington has authorized tuition increases of up to 16% in the four-year schools, up to 12% in the community colleges.

Virginia colleges and universities, which lost $288 million in state support for the next biennium, expect to make up half of that loss through tuition increases.

The interplay between budget cuts and higher tuitions is illustrated by the experience of Clemson University, South Carolina's 17,000-student land-grant institution.

Stewart Bowman

Governor Paul Patton of Kentucky.

When the Legislature trimmed 10% from Clemson's 2002 fiscal year appropriation, the Board of Trustees voted to raise undergraduate tuition by $1,500 for fall 2001—an increase of 42%.

But Governor Jim Hodges vetoed all the higher education spending cuts, restoring $6 million to the Clemson budget. This led the trustees to reduce the tuition increase midyear for the 2001–02 academic year from $1,500 to $900, which still represented a 25% increase. However, a subsequent cut of $10 million in state funds left Clemson worse off than before, so the trustees then increased tuition for the 2002–03 academic year by 14.6%.

The consequence of all this is that Clemson in-state undergraduates will be paying $5,834 this year. When room and board, books, supplies, and other necessities are added, an undergraduate year at Clemson is likely to cost at least $15,000, or about what it cost to attend a private college or university not many years ago.

Campuses also have imposed new mandatory fees and have increased already-existing charges. Texas A & M students will pay a new $400

"Some of the tuition increases are steep: Texas A & M will charge freshmen and other new students 27% more than a year ago, Ohio State 19%, and the University of Illinois at Urbana-Champaign 10% plus a $1,000 surcharge for freshmen. On Kansas public campuses, the average increase will be 21%, in Iowa 19%."

"academic enhancement" fee, while the University of Texas at Austin has adopted an "infrastructure fee" that starts at $300 and increases to $860 over four years. (This fee is being challenged in court.) Technology fees have been introduced at some schools, increased at others.

> "Increasingly, students and their families are depending on loans to finance college costs."

Budget cuts and tuition increases are having a devastating effect on community colleges in almost every state, said George Boggs, president of the American Association of Community Colleges, an advocacy group based in Washington, D.C. for the two-year colleges. "Costs are going up just as there is greater demand from people who can't find jobs or need retraining or can't get into crowded four-year schools," Boggs said.

Some community colleges are limiting enrollment by eliminating classes and laying off part-time instructors, among other measures. "For us, turning away students is like a doctor not saving lives," Boggs told the *Chronicle of Higher Education* in July. "My level of concern for our open-access mission is growing by the day."

As campuses scramble to compensate for budget cuts, they are imposing faculty and staff hiring freezes, offering early retirement incentives, hiring fewer part-time faculty members, even dismissing some tenured professors.

The two-year, $288 million reduction in spending for higher education in Virginia means "there will be 350 fewer faculty members in the classrooms," said Don Finley, executive director of the Virginia Business Higher Education Council. "Most of this will be through attrition and not filling vacant positions, but, however it is done, this means fewer and larger classes for Virginia students."

Axel Koester

Chancellor Charles B. Reed of the California State University system.

Iowa State University has trimmed 209 faculty and staff positions by merging academic departments, terminating some degree programs, and, in a rare move in academic bureaucracies, eliminating a campus vice president's position, said Mark Chidister, assistant to the president for budget planning and analysis.

Almost all part-time faculty positions have been wiped out at Northern Iowa University, while full-time faculty members have agreed to accept smaller raises than their union contract calls for.

Instead of increasing enrollment this year by two percent, as planned, Northern Iowa hopes to trim enrollment by strengthening financial aid criteria and reducing the number of credits that students need to graduate. "I see no other choice," said President Robert Koob. "We think we have a social contract to give [students] a quality education after they enroll. This is how we'll do it until changes are made at the state level."

Although few have been as open about it as Northern Iowa, many other institutions have taken steps to curtail enrollment. The University of Oregon has increased the grade-point-average requirement for entering freshmen from 3.0 to 3.25 and the grades must be earned in a specific set of pre-college courses. The 23-campus California State University system, expecting at least 20,000 additional students this fall, has tightened its requirements for community college transfer students.

As tuition and fee charges rise, so does the need for student financial aid. In the 2002 fiscal year, 4.4 million students received federal Pell Grants, which pay up to $4,000 to students, most of whom come from families with annual incomes of less than $40,000. The total cost of the program was $10.7 billion. Next year it will cost more, as there has been a nine percent increase in the number of Pell Grant applications, instead of the usual one or two percent.

In 1979, the maximum Pell Grant paid for 77% of a student's tuition and room and board costs at a public four-year institution, according to the U.S. Department of Education, but now it pays for only about 40% of those costs.

While a few states (California, Illinois, Minnesota, New York, and Pennsylvania) have generous need-based grant programs, most states have inadequate programs and a few have none at all. Even Illinois, faced with a budget deficit of more than $2 billion, has trimmed $38 million from its Monetary Award Program for needy students. Grants for fifth-year students were eliminated altogether and all other grants were trimmed by five percent.

Merit-based scholarships, awarded without regard for financial need, have gained favor over need-based grants in several states. *Losing Ground*, a recent report from the National Center for Public Policy and Higher Education, noted that in 1981, "91% of state financial aid was allocated on the basis of need or a combination of need and academic qualifications." By 1999, only 78% of state aid "took need into account."

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However, some of these scholarship programs, which are largely funded with state lottery proceeds, have begun to run into trouble as lottery revenues have declined.

Increasingly, students and their families are depending on loans to finance college costs. In 1981, loans accounted for 45% and grants for 52% of federal student financial aid, but by 2000, loans accounted for 58%, grants only 41%, *Losing Ground* reported.

In the 1999-2000 academic year, the median debt accumulated by public university graduates was $15,375 and for private schools it was $17,250, according to the American Council on Education. This level of debt might not deter middle-class and upper-middle-class students from going to college, but many believe it is likely to discourage many students from lower-income families.

Some believe the current round of budget cuts, tuition increases, and heavy student borrowing is just the latest turn in the boom-or-bust cycle that has plagued colleges and universities, especially public ones, for decades. They are hopeful, if not confident, that when national and state economies improve, the money will flow again.

But others believe a fundamental change is taking place, one that threatens the nation's commitment to equality of educational opportunity beyond high school.

"I believe there has been an undeniable shift toward asking the students to pay more of the cost," said Kala Stroup, the Missouri Commissioner of Higher Education. "Many of us have been worried about this for years and now it has happened."

Chuck Kuryve, Black Star

Missouri Commissioner of Higher Education Kala Stroup.

William Trombley is senior editor at the National Center for Public Policy and Higher Education.

MEASURING UP 2002 AND INSTITUTIONAL LEADERSHIP

By David W. Breneman

A PUZZLING ISSUE surrounding this 50-state report card on higher education concerns the response of college and university leaders to it. Like *Measuring Up 2000*, *Measuring Up 2002* evaluates state performance, rather than institutional performance, in higher educatior.. As such, the report card series is a potentially revolutionary device, shifting the focus of state policy away from individual college and university budgets and toward the state's population and how well (or poorly) it is served. How should college and university leaders react to this shift in focus?

David W. Breneman is Dean of the Curry School of Education at the University of Virginia. He is Chair of the National Advisory Panel for the Report Card.

Before the first report card was released in November 2000, there was considerable nervousness among the higher education member associations headquartered at One Dupont Circle, in Washington, D.C. After the report came out, however, relatively little was heard from either the associations or from colleges and universities. Does this silent reaction mean that a state-by-state report card on higher education has little relevance to college presidents, or is it that institutional leaders had no clear precedence on how to respond? Are college presidents, provosts, deans, and faculty indifferent to the values embedded in the report card, or do they see the statewide measures as beyond the power of any campus to influence? Should the National Center seek to engage college and university leaders more actively, or is institutional leadership largely irrelevant to the policy focus of the report? As *Measuring Up 2002* is released, it seems timely to raise these questions.

As a first step, consider how the National Center hopes to change the state conversation about higher education policy. Without undue exaggeration, it is fair to say that in most states at most times the debate about state policy has been focused primarily on the size of the state higher education budget and how it is allocated to colleges and universities in the state. When the nation was building its system of higher education—a period that extended well into the 1980s—it was reasonable for the policy debate to center on institutional development and support. Central to the National Center's vision is the belief that this period has ended, and that a new set of questions needs to drive state policy, questions focused on opportunity and the performance of the system as people pursue higher education. In this new world, it is of less importance that Western State University receive as much revenue as Eastern State University, than it is that state residents are able to participate in the work and benefits that accrue to those with higher learning. The National Center is optimistic that *Measuring Up* will move state policy debate in this direction. Early evidence suggests that in many states, the focus of policy discussion is beginning to change in response to the measures of the report card. What opportunities does this new policy environment offer college and university leaders?

"The report card series is a potentially revolutionary device, shifting the focus of state policy away from individual college and university budgets and toward the state's population and how well (or poorly) it is served."

There are, of course, divergent views on this question. One view is that institutional leadership is largely irrelevant at best—retrograde at worst—when it comes to broad change in higher education. Indeed, the history of our enterprise reveals that higher education is inherently conservative when it comes to its own activities, and that it only changes when pressed by

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external forces, such as state or federal governments, demography, the economy, or technological advance. In this view, the National Center will succeed or fail based on its ability to influence state legislators, governors, and influential leaders from industry, rather than college and university leaders.

Others find it odd to think that institutional leadership is irrelevant or should be ignored when new directions in state policy toward higher education are being debated and formed. Those of this opinion believe that the agenda and values put forward by the National Center in its report card series—that is, greater opportunity and improved performance in higher education—are shared by most participants in higher education, and that the voice of college presidents, provosts, deans, and faculty can productively be enlisted to promote and shape this agenda. True, *Measuring Up* does not include measures pertaining to graduate education and research, not because these activities are unimportant, but because they are already measured and reported by other groups. Nor does the report card stress institutional measures of academic quality, such as enrollment selectivity, but these measures are emphasized by other evaluators. In this regard, *Measuring Up* can never become the central guide to institutional policy, and it does not aspire to that role. By shining its light on key measures of opportunity and performance at the state level, however, it offers an opportunity for college and university leaders to work with governors and legislators to improve the performance of each state on these essential objectives.

"A number of us associated with this effort hope that this time around, the voices of educational leaders will be heard."

The National Center receives financial support from several foundations, and its Board of Directors strongly supports the report card project. Funds are in hand to produce report cards in 2004 and 2006. Time will tell how significant an impact the *Measuring Up* series will have on state policy toward higher education. But for those who endorse a statewide agenda that calls for increased opportunity and improved performance in higher education, why not help to promote and shape it? A number of us associated with this effort hope that this time around, the voices of educational leaders will be heard.

COLLEGE PRESIDENTS AND HIGHER EDUCATION POLICY

By Robert H. Atwell and Jane V. Wellman

AFTER A TIME when the elementary and secondary education agenda has dominated the public policy agenda, the next decade promises to be a time of increased attention to postsecondary education. Several very serious issues are already clearly on the agenda: how the next generation of students will be accommodated (through distance learning, community colleges or four-year institutions); how their education will be financed; how quality will be assured; and how the effectiveness of teaching and learning will be measured.

Robert H. Atwell is president emeritus of the American Council on Education. Jane V. Wellman is a senior associate at the Institute for Higher Education, in Washington, D.C.

Most of this will occur at the state level, but there will be a national and federal dimension as well. Yet the leaders in the higher education establishment, notably the presidents of major institutions, are not prepared to enter into conversations about public policy and higher education. Accustomed to speaking only on matters of institutional self-interest, most presidents have opted out of the larger policy conversations at both the national and state level.

In their absence, governors and legislators (and, more often, their staffs) are making decisions about how to accommodate—and pay for—the next generation of college students, about institutional governance, and accountability structures. These decisions would benefit from the thoughtful participation of college presidents, who know a good deal about what works (or doesn't) in higher education. Without their involvement, the results will almost inevitably be a continuation of status quo patterns for higher education, usually to the advantage of politically connected research universities and selective private colleges, and to the detriment of community colleges and low-income students.

College presidents do an effective job of advocating for the interests of their institutions, but they rarely venture into larger policy issues. And it is almost unimaginable for a president to advocate a public policy initiative which, while better serving the larger interests of the state or the nation, could be seen as having an adverse effect on the institution he or she serves.

But the public interest and institutional self-preservation and promotion are not always in harmony. Both are worthy causes, but they are occasionally in conflict, and they certainly are not synonymous. For instance, the major issues that will frame the higher education public policy agenda for the next decade are not single institutional or sector interests, but ones that transcend K–12 and all of higher education: how to maintain quality and integrity in the college degree in a market increasingly driven by student consumers; whether distance learning and technical education are viable alternatives to the baccalaureate degree for the majority of new students; roles and responsibilities of the federal and state governments with regard to student aid; and preparing future faculty. The issues are not confined to educational policy, but affect the intersection of educational policy with larger issues of state finance.

There are very few college or university presidents in the country who are prepared to step up to lead public policy agendas on these issues. As one point of evidence, consider the reactions to *Measuring Up 2000* on state performance and higher education, issued by the National Center for Public Policy and Higher Education, which was greeted with what could only be called deafening silence from the college and university presidents. Those who did speak up generally did so to criticize the report for failing to note the differences in performance between institutions and sectors within states. The message from college presidents seems to be that statewide priorities in preparation, participation, affordability, completion, benefits and learning— the elements of the report card—are either not relevant or are someone else's problem.

"Accustomed to speaking only on matters of institutional self-interest, most college presidents have opted out of the larger policy conversations at both the national and state level."

There are reasons why this generation of leaders is so loath to play a public policy role, and not all of the problem originates within higher education.

- Their most important responsibility is to raise and protect the resources available to their institution. This means fundraising from public and private sources. The last thing any politically astute president would want to do (and most are quite politically astute) is to take positions which their employers and other public and private patrons might find offensive. Keeping one's head down seems wiser than taking risks.
- The jobs of system heads—those public sector jobs for presidents and chancellors who have primary responsibility for working with the state and federal governments and for overall institutional planning—have become almost impossibly politically complicated. Many of these presidents and chancellors live with uncomfortable ideological divisions within their boards, as well as tepid support from campus presidents and faculty within the institutions. They learn to survive by picking two or three issues where they have the best chance of making a contribution before their political capital runs out. Since they have just about the same chance of being hit by fire from the rear as from the front, this leaves them with little maneuvering room in public policy arenas.
- Institutional autonomy is viewed in almost theological terms, and this translates into the view that the path to excellence is to be found through competition and promotion of individual institutions rather than through collaborations across sectors. College presidents and institutional governing boards have generally resisted efforts to strengthen state higher education planning and policy agencies, viewing them as extensions of a state bureaucracy bent on seeking power for their own promotion. Never mind that weak state coordinating and planning capacity results in an ultimate strengthening of the power of governors and legislators, who are forced to preside as final arbiters in the Darwinian atmosphere of state decision-making. In this atmosphere, the politically strongest—those with the strongest alumni base, the best football teams, and the biggest capacity to marshal extramural funding—are best able to prevail.
- At the federal level, where there is little general institutional funding, presidents generally defer to the Washington associations to represent their interests on public policy issues. However, it is very difficult for membership-based associations to do much to advance any agenda which advantages one sector over another and leads to publicly embarrassing squabbling between institutions. The associations have learned to navigate around the most sensitive issues by deferring to "lead associations" to carry the water on their collective behalf (such as community colleges on workforce development, or research universities on graduate education). This leaves them in an almost entirely reactive posture, and they typically fire up their public policy capacity only to kill the occasional wacky idea that emanates from some think tank or staff member. The agenda that emerges has a weary predictability to it, and almost guarantees that new initiatives are ones that fit well within the existing division of labor in higher education. Since the cross-sector issues that require new attention do not fit within that division, the status quo prevails.
- The last two decades have been characterized by a de-emphasis on public policy solutions in all areas of government except for elementary and secondary education. This has been a time of romance with the presumed benefits of market-based approaches—in contrast to those that are regulated or managed. This hasn't been all bad in higher education, and has helped to get rid of (or to reduce the roles of) some of the overly regulatory state agencies. But the industry has become accustomed to viewing public policy as a zero-sum game to be played almost entirely defensively: The job is to protect the status quo, increase institutional funding, and stamp out bad ideas.

"The last thing any politically astute college president would want to do is to take positions which their employers and other public and private patrons might find offensive."

How would we get from here to there, given all the factors at work that inhibit presidential participation in a serious agenda of public policy affecting higher education? Progress would begin with a willingness on the part of governing boards to encourage their chief executives to participate in public policy debates that go beyond—and even occasionally work against—institutional self-interest. That is a big order, but without such encouragement, presidents will continue to hunker down.

A second route is to be sure that in every state there is at least a coordinating mechanism with responsibility for statewide planning and accountability reporting for K–16 education. This does not mean a return to "super boards" with governing as well as broad policy authority, but it does require new attention to the importance of planning and accountability structures that cross institutional and sector boundaries. In addition, states should have organizations which bring together public and private college presidents with public school superintendents, chief state school officers, and higher education coordinating bodies. These organizations may require some state funding and should be charged with addressing the kind of issues identified by *Measuring Up*.

The last time America paid serious attention to the public policy agenda of higher education was in the 1960s—a time of building of institutions and programs. The junior colleges were vastly expanded in number and became community colleges with a broadened mission, and the "multiversities" grew and prospered. The student aid programs and the partnership between the federal government and the institutions were shaped. That agenda was championed by leaders in government at both the state and national level, but it was importantly shaped by sitting college presidents such as Clark Kerr at the University of California, Reverend Theodore Hesburgh at Notre Dame, and Robert McCabe at Miami-Dade Community College, who had credibility both with their peers and with elected officials. They spoke not just on behalf of their particular institutions, but about all of higher education and the social good.

The generational policy course has almost been run, and a new agenda needs to be built—one that is capable of guiding decisions for the next 20 years. Political will and intellectual capacity are needed from within higher education to step up to the responsibility.

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MEASURING UP AND STUDENT LEARNING

By Margaret A. Miller

AS THE NATIONALLY TELEVISED SYMPOSIUM that announced the release of *Measuring Up 2000* in November 2000 drew to a close, the participants focused on topics that particularly captured their attention. Highest on their list was the Incomplete that the national report card had given to all states for student learning. The leaders present—from business, education, and public policy—were astonished at and disturbed by how little *Measuring Up* could report about the skills and knowledge of college students.

This lack of information about, as one participant said that day, "the essential outcomes of higher education" does not stem from indifference. Several national higher education organizations have been examining the levels and kinds of learning that colleges produce. These projects include:

- the American Association for Higher Education's longstanding Assessment Forum, which disseminates good practices in assessment by, among other means, an annual national conference;
- The Pew Charitable Trusts' Quality of Undergraduate Education project and various writing assessment projects, all linking assessment to the improvement of undergraduate education;
- Indiana University's National Survey of Student Engagement, a measure of good educational practice that has surveyed over 160,000 college students at over 470 colleges and universities (and a newly developed version of the survey for community colleges);
- the Collegiate Results Inventory, a survey developed by the Institute for Research on Higher Education at the University of Pennsylvania of almost 3,900 college graduates from 87 institutions;
- an effort by RAND and the Council on Aid to Education to develop a value-added assessment of undergraduate learning;
- the American Association of Colleges and Universities' general education assessment project; and
- regional accreditation associations' increasing insistence that institutional effectiveness be documented in terms of student learning.

The accreditation efforts are perhaps most promising, due to their impact on institutional behavior. But all of these projects—innovative and exciting as they have been—have been too piecemeal to yield a coherent picture of what it means to have a college education.

A number of initiatives have also been undertaken from outside the academy to determine how well adults are prepared for work, civic responsibilities, and family life. In 1990, for instance, then–Secretary of Labor Lynn Martin brought together corporate, labor, and education leaders to form the Secretary's Commission on Achieving Necessary Skills (SCANS). Their work led to the report *What Work Requires of Schools*. Another group, the National Skills Standards Board, continues to identify the knowledge, skills, and abilities students need to perform well in a growing range of professions in the global economy. And the Equipped for the Future (EFF) project of the National Institute for Literacy has been attempting to determine the literacy needs of adult Americans since 1993.

Margaret A. Miller is Project Director of the National Forum on College-Level Learning.

The EFF project was prompted by the National Education Goals, formulated in 1990 by then-President George Bush and a group of governors (including then-Governor Bill Clinton) and ratified by Congress in 1994. These goals reflected a broad national consensus about what Americans should know and be able to do in the new millennium. Goal Six, the only one that focused on adults, said that "by the year 2000, every adult American will be literate and will possess the knowledge and skills necessary to compete in a global economy and exercise the rights and responsibilities of citizenship." In order to reach this goal, the President and governors set the following objective: "The proportion of college graduates who demonstrate an advanced ability to think critically, communicate effectively, and solve problems will increase substantially."

For several years after the National Goals were developed, extensive discussions took place about how we might define and measure critical thinking, communication, and problem solving. But while a system of testing designed to assess the literacy of schoolchildren was developed, no nationwide attempt was made to do so for college students.

Instead, the most concerted attempts to assess the learning of college students were occurring within individual states, where the primary responsibility for education lies. As states increased their investments in higher education (from $21 billion in 1980 to $64 billion in 2001), their interest in those investments grew as well. From the late 1980s through the 1990s, the states established a variety of assessment programs in their public colleges and universities—some focused on individual student certification, others on institutional improvement, and still others on accountability. Consequently, several states now have information about the learning of students in their public colleges and universities, and some of these even have comparable information across their public institutions.

But few states, if any, know about the learning of their graduates of private colleges—or about the intellectual capabilities of their college-educated residents, regardless of where they were educated. Moreover, the information that states do gather about collegiate learning is specific to each state; it cannot be used to compare performance relative to other states. As *Measuring Up 2000* made clear, it is only in the context of these kinds of comparisons that a state can know whether its level of performance is good or bad news.

After the publication of *Measuring Up 2000*, The Pew Charitable Trusts sponsored a project to investigate how to address the issue of college-level learning. As the project director, and counseled by an advisory committee (see sidebar), I interviewed higher education leaders across the country. I asked each of them whether or not this was the time to undertake a systematic, nationwide assessment of college-level learning, and if so, how we might go about it. It soon became clear that selecting the questions to be addressed by such an assessment would determine the worth of the undertaking, the kinds of information to be sought, the appropriate groups to assess, and the policy uses to which the information might be put.

For instance: Do we care most about certifying the performance of individual students? Are we interested in how well, individually or collectively, institutions in the states foster learning? Or do we want to gauge the intellectual skills of the college-educated residents in each state—the educational capital they bring to bear on the state's economic and civic problems—wherever they might have been educated? If the interest is in individual certification, every student should be tested on skills relevant to that certification. If the focus is on the effectiveness of a state's institutions, a representative sample of students in each institution or state should be assessed regarding what they learned in college. To get at the educational capital question—that is, what productive value do college-educated residents add to a state's resource base?—measures of the functional intellectual skills of the population at large are needed. And the policy entailments of each of these questions also differ: individual certification and institutional effectiveness have most relevance for higher education policy, whereas the educational capital question might be addressed through policies on adult literacy or even economic development.

"Several states now have information about the learning of students in their public colleges and universities."

All of these discussions about assessing college-level learning culminated in November 2001, when a group of business, higher education, and policy leaders met at the National Forum on College-Level Learning in Purchase, New York (see sidebar). The group considered the same questions that had been raised in the preceding months: Was it time to assess college-level learning in such a way as to permit state-by-state comparisons? If so, what questions should such an initiative answer?

Despite the considerable financial challenges that the states currently face, the forum participants concluded that such an effort was so long overdue that it should begin now. They also agreed that the most pressing questions that might be addressed were those about the collective effectiveness of each state's institutions and the educational capital embodied in its college-educated residents. Finally, they made some suggestions about how the initiative might proceed, both in the short and long-term.

The most immediate strategy they endorsed was to collect information from existing licensure tests and graduate school and professional school admissions examinations. While

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Participants
The National Forum on College-Level Learning
November 27–28, 2001

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recognizing the limitations of such an approach (the unrepresentative nature of the test-taker groups being the most important problem), the participants concluded that, given the credibility of these tests with both those who take and those who rely on them, they were a good place to start. They also thought that other instruments that have already been widely administered, such as the National Assessment of Adult Literacy (NAAL) and the National Survey of Student Engagement (NSSE), could provide additional information.

Other measures also exist that have yet to be administered systematically across the states. The forum participants suggested that a group of states pilot a model using some of these measures, such as the Collegiate Results Survey and WorkKeys, a series of tests of the intellectual capabilities of people moving into the workplace. The forum thought that in the long run, business and higher education should work together to develop a new instrument that would measure functional intellectual skills of college-educated people, such

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as those identified in National Education Goal Six: the capacities to communicate, solve problems, and think critically.

Since the forum, the advisory committee to the project, working with the National Center for Public Policy and Higher Education, has been developing a prototype for measuring college-level learning and testing it using data from Kentucky. (For a full description of the prototype, see "Constructing Indicators: A Proposal for Discussion," page 77.) The model, limited to existing sources of information, is based on results from licensure and admissions tests, information generated by the Kentucky administration of the National Adult Literacy Survey, and results previously generated by the National Survey of Student Engagement. All of this information is placed in the context of national results on those measures.

"Few states, if any, know about the learning of their graduates of private colleges—or about the intellectual capabilities of their college-educated residents, regardless of where they were educated."

Meanwhile, a new two-year grant from The Pew Charitable Trusts will extend the project to several additional states. The goal in this phase will be to improve the quality of the data and add more measures. This pilot should provide a better understanding of how to assess the educational capital that states have in their college-educated residents and the effectiveness of their higher education systems in contributing to that capital. The results will be described in *Measuring Up 2004*. If the pilot has been successful, and if the National Center is able to gather the same information from most other states by 2006, it should be able to assign grades on college-level learning in *Measuring Up 2006*.

Although the current grant does not support it, work should continue during and beyond the grant period to develop a new state-level measure of the general intellectual skills of the college-educated. The suggestion by forum participants that this be a collaborative effort of higher education and business is a good one. Just as war is too important to be left to the generals, so education is too important to be left to the educators. We need the means to measure our states' and nation's collective capacity to meet the challenges of the coming era. In the National Assessment of Educational Progress we have charted the uneven, sometimes faltering, and largely unchanging student learning in primary and secondary education. We need to track learning beyond high school as well, and it is not too soon to begin.

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GRADING STUDENT LEARNING: YOU HAVE TO START SOMEWHERE

By Peter T. Ewell

IN *MEASURING UP 2000,* the National Center for Public Policy and Higher Education awarded all states an Incomplete in student learning because there were no common benchmarks that would have allowed for meaningful state-to-state comparisons. This year, the National Center made the same decision, for the same reason. Two years was not enough time for states and national organizations to create the assessment tools and systems needed to collect credible information on college-level learning.

Two important developments, however, are causes for optimism. First, the report card issued in 2000 has, as we had hoped, stimulated valuable discussions among governors, state legislators, and business leaders about college-level learning. Some governors and legislators were startled to realize that their states do not have answers to key questions about the knowledge and skills of their residents—information that is important for developing an adaptive workforce, maintaining meaningful citizen participation, and promoting active community life. Many business leaders were startled as well, finding it "outrageous" that a report card on higher education could say nothing about the knowledge and skills of those who had completed at least some education beyond high school. Second, these discussions among policymakers have provoked new thinking about approaches to constructing statewide indicators of adults' competencies in such areas as critical thinking, communications skills, quantitative literacy, and problem solving.

EDUCATIONAL CAPITAL: A KEY STATE RESOURCE

In November 2001, The Pew Charitable Trusts sponsored a National Forum on College-Level Learning, which brought together a high-profile group of business, political, and educational leaders to discuss the value of creating the infrastructure for assessing college-level learning. During the forum, a consensus developed that this was a worthy goal—but not just for the sake of knowing something about academic achievement. Instead, policymakers in both the public and private sectors emphasized the importance of being able to monitor "educational capital"—the store of our nation's high-level knowledge and skills, which affects every contour of our political, economic, social, and cultural life.

In our personal life, making wise choices that affect our well-being has become more and more challenging. For instance, people must make complex choices among health care plans, telephone services, credit card companies, and the like. Possessing the intellectual tools of reasoned judgment and information literacy is no longer a luxury. Being deprived of them is a notable social injustice. In public life, meanwhile, the challenge of citizenship is increasingly formidable. To make decisions about national issues, citizens more than ever need to become more global in their thinking, to understand the perspectives and limits of religion and ideology, and to think historically. Meanwhile, the 21st century workplace demands sophisticated problem-solving skills, while the dramatic demise of Enron reminds us that inattention to the ethical dimension of work can have profound social and economic consequences.

Dennis Brack, Black Star

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States need to be able to assess the educational level of their residents, to help guide new investment in higher education, to identify subpopulations that require special attention, and to ensure equitable access to educational opportunities. Data on educational capital could also be used to build support for new initiatives in higher education, much in the way that national leaders have used international rankings in science and mathematics to rally support for initiatives to address deficiencies in those disciplines.

Taking a statewide approach to assessing educational capital would sidestep an obstacle that has derailed earlier attempts to measure college-level learning: Colleges and universities resist attempts that seek to *compare* institutions, because they fear the repercussions for institutions that perform poorly. But if the objective is to measure the educational capital of the state—for the purpose of creating state policies that will improve the performance of graduates from *all* institutions—the dynamic is different. Institutions

could participate positively in an effort to define high national standards and help all states set their priorities for higher education.

BASIC QUESTIONS ABOUT EDUCATIONAL CAPITAL

In order to craft their state's higher education policies, state leaders need information that will help them answer the following questions.

> "Many business leaders were startled . . . that a report card on higher education could say nothing about the knowledge and skills of those who had completed at least some education beyond high school."

What are the current ability levels of state residents, especially those who have attended college?

State policymakers need information about their state's general store of educational capital and also about strengths and weaknesses in particular *kinds* of abilities—for example, communications skills or quantitative skills—and the *distribution* of these abilities across geographic regions and among demographic groups. This information would help policymakers identify current deficiencies and project the increment in educational capital that their state could realize by making investments that increase college enrollments.

What contributions do the state's colleges and universities make to the stock of educational capital?

The colleges and universities, both public and private, located within a state are the principal partners in producing and increasing educational capital. State leaders therefore need to know about the competencies of students who graduate from these institutions. Are they well-enough prepared to obtain appropriate employment? to enroll in graduate studies? to enter professional schools? State leaders also want to know whether their state is a net importer or net exporter of educational capital: Is their state retaining a good share of its new college graduates or are large numbers of them moving out? Is their state attracting and retaining college graduates from other states?

How do the state's learning outcomes compare to national standards and to the outcomes achieved in other states?

Many states set their own standards for educational achievement. For example, every state has its own standards for licensing schoolteachers; even when several states use the same test, each sets its own passing score. To determine whether their state's college graduates meet the highest standards, policymakers need to know not only how many residents take postgraduate admissions examinations or professional licensing examinations, but also how well these residents score in comparison to national standards and to the scores of residents in the best-performing states.

What efforts are being made by the state's public and private colleges to promote better learning?

Decades of research have identified "good practices" in undergraduate instruction that significantly enhance learning; these include student-faculty interaction, high levels of academic challenge, active and collaborative learning, and a supportive campus environment. Policymakers can provide institutions with support and incentives for adopting practices that enhance student achievement.

Comparative data in each of these domains can help states determine where they stand and in which areas investment of additional resources is likely to make the largest difference. Comparative data on educational capital can also help state leaders build a public case for making these investments.

MEASURING EDUCATIONAL CAPITAL

The National Center's decision to not assign grades for student learning reflects the insufficiency and unevenness of the available data. Creating instruments that can be used to assess such skills as critical thinking and problem solving will take considerable effort, time, and money. But there are also stores of useful data that could be incorporated into the analysis of educational capital if ready access were provided to researchers. And some meaningful comparisons could be made if more states chose to participate in important data-collection initiatives that are already under way.

The following review suggests how indicators of state educational capital might be constructed and what information these indicators could yield.

Population Assessments

The only national measure that examines the abilities of the general population is the National Adult Literacy Survey (NALS), last administered in 1992. This measure is due to be updated in 2003; the new instrument will be called the National Assessment of Adult Literacy (NAAL). These assessments address three "literacies" that are critical for effective functioning in the workplace and society: prose, document, and quantitative. Both instruments allow comparisons between the performance of adults who attended college and those who did not, although the levels of ability examined by NALS and NAAL are modest. (Results of the 1992 survey suggest that not all college graduates perform as well as we would like them to, even on these basic tasks.) Oversampling to obtain valid and reliable state-level estimates is technically possible, and many states have done so. State-to-state comparisons based on NALS/NAAL are limited, however, because some states choose not to participate.

Data on educational attainment (years of schooling) are available from the decennial census. Educational attainment

is, of course, only a very broad and indirect measure of educational capital.

What we can do now is use the NALS information on literacies to examine the relative abilities of those who attended college and those who did not—both absolutely and in terms of the "added value" of college attendance in a particular state.

What is needed for the future is an instrument for examining levels of ability that are more sophisticated than those measured by NAAL, and a means to ensure that as many states as possible participate.

Assessments of the Abilities of College Graduates

There are no measures of college-level learning that are systematically administered to the nation's college graduates. A few states collect information of this kind, but only for public institutions. The examinations used in these states are also rather limited in assessing higher-order abilities like critical thinking and problem solving. Ideally, we would want assessments that measure both "academic" applications of advanced skills (in physics or history, for instance) as well as "real world" applications (for example, those useful in workplace and other settings).

The model for this instrument might be the widely respected National Assessment of Educational Progress (NAEP), currently used to measure learning in K–12 schools. Possible candidates include the *Tasks for Critical Thinking* examination, developed by New Jersey in the late 1980s; the *Work Keys* examination program developed by ACT to assess work-related skills (though it would be desirable to adapt this exam to test higher levels of ability); and the "Value-Added" assessment battery now being pilot-tested by the Council on Aid to Education (CAE), a subsidiary of the RAND Corporation. All three of these approaches go beyond simple multiple-choice testing.

What we can do now is administer some of these assessments on statewide samples of students to explore their appropriateness.

What is needed for the future is a serious development effort to create a counterpart to the NAEP for higher education within the next ten years.

Licensure and Admissions Examinations

Many college graduates take various examinations as a prerequisite for entrance to graduate study or a profession. Scores on these examinations, however, cannot be used to directly measure a state's educational capital because each test is designed to meet a specific set of purposes. Moreover, different proportions of college graduates in different states take these examinations, and these differences in participation rates will affect any composite measure of statewide performance. These measurement difficulties can be mitigated somewhat by looking at the number of individuals in each state who achieve a particular level of attainment rather than calculating each state's mean performance scores.

There are also practical obstacles to using scores from these examinations, because each is governed by a different authority with its own policies about access to data. Some authorities release results only in aggregate form, using statistical measures unique to that examination. Others allow researchers to access the raw data files, which permits the direct calculation of comparable statistics, and some will supply researchers with the statistics they request. A few do not allow access to their data in any form.

What we can do now is use information from available licensure and admissions examinations to demonstrate the concept of "readiness for advanced practice" as an element of educational capital in selected areas.

What is needed for the future is to extend access to licensure and admissions examination information so that it can be used for public policy purposes.

Indirect Measures

Several surveys containing questions that indirectly measure student learning are now administered to college students across the nation. The National Survey of Student Engagement (NSSE) and the Community College Survey of Student Engagement (CCSSE) contain items that tap the "good practices" known to promote better collegiate-level learning. The NSSE has been administered to large numbers of about-to-graduate four-year college seniors across many states; the CCSSE is just getting started. The Collegiate Results Survey (CRS), administered to college graduates by *Peterson's Guide*, includes items on self-reported learning and current activities. The results of these surveys, although they represent only indirect measures of college-level learning, can be used to supplement direct measures.

"States need to be able to assess the educational level of their residents, to help guide new investment in higher education, to identify subpopulations that require special attention, and to ensure equitable access to educational opportunities."

What we can do now is compile state-level results from the NSSE on educational "good practices" for those states that have sufficient data coverage.

What is needed for the future is to extend the administration of the NSSE and CCSSE to all states, and administer the CRS (or similar surveys) to national samples of college graduates.

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LOOKING FORWARD

Creating new instruments to reliably assess college-level learning will require considerable time and effort; part of the problem is that we still have inadequate instruments for assessing skills like critical thinking and problem solving. But individual states can improve their ability to monitor their educational capital by taking two steps right now: (1) states that have not participated in existing national surveys such as the NAAL could elect to do so, and (2) states could work proactively to induce testing and licensing authorities to open their databases to researchers seeking to improve the state's store of policy-relevant information. With more data in hand, state leaders could begin to realistically assess the mix of key abilities among their citizens in relation to state economic and workforce development plans. They could use these data to help persuade firms in key industries to locate in their states, direct state investments to remedy identified gaps in workforce skills, and adjust their plans to respond to changing economic conditions on an ongoing basis. These immediate actions will admittedly not give us the measures we will ultimately need to monitor and improve the nation's store of educational capital. But we have to start somewhere.

CONSTRUCTING INDICATORS: A PROPOSAL FOR DISCUSSION

CONSTRUCTING INDICATORS OF EDUCATIONAL CAPITAL

It is possible to illustrate a preliminary set of indicators of educational capital, despite incomplete and unsatisfactory data. The National Center selected Kentucky for this example because it has collected and made available more data than most states and, perhaps more importantly, because its state leaders believe that benchmarking state performance in collegiate learning is a valuable tool for policymaking.

The indicators of educational capital used in this illustration follow from the four policy questions discussed in Peter Ewell's essay. Each indicator is calculated for Kentucky and then compared to a national benchmark for all 50 states. The proposed weights represent informed speculation on the relative value of the indicators in terms of credibility and policy importance. These weights would need to be reviewed, of course, as new information becomes available. For example, if a college-level counterpart to the NAEP were to be developed and its results were deemed credible, the proposed weighting could be reduced for the more problematic data supplied by admissions and licensure tests.

Abilities of College-Educated Residents (Weight = 20%)

- *College-educated residents with advanced literacy.* Calculated as the number of individuals who have completed at least some college-level work and who score four or higher (out of a possible five) on the NALS assessment, compared to the total number of individuals who have completed at least some college-level work. (Indicator Weight = 15%)
- *Value-added of college attendance.* Calculated as the difference between the literacy levels on the NALS assessment of those individuals who have completed at least some college-level work and those who only completed high school. (Indicator Weight = 5%)

These indicators are calculated independently for each of the three subscores of the NALS—prose literacy, document literacy, and quantitative literacy—and the Kentucky Adult Literacy Survey (KALS), an equivalent assessment that uses the same methodology as the NALS.

Institutional Contributions to Educational Capital (Weight = 35%)

- *College graduates with advanced abilities.* This indicator cannot be calculated for Kentucky or the nation in 2002 because there is no suitable assessment instrument. The measure would be calculated as the number of college graduates scoring above a particular level on an appropriate assessment, compared to the total number of college graduates. For example, results might be reported in terms of key abilities (such as communication and problem solving) identified by the National Education Goals Panel. (Indicator Weight = 20%)
- *College graduates ready for advanced practice.* Calculated as the number of college graduates who have either passed a licensure examination or achieved a nationally competitive score on a standardized graduate admissions examination, compared to the total number of college graduates. Ideally, these indicators would be reported separately for (a) licensure examinations at the four-year college level, (b) licensure examinations at the two-year college level, and (c) graduate admissions tests. (Indicator Weight = 10%)
- *Graduates reporting high levels of ability.* This indicator cannot be calculated for Kentucky or the nation in 2002. With data drawn from a measure like the Collegiate Results Survey (CRS), it would be calculated as the number of respondents reporting a high level of ability as a proportion of the total number of survey respondents. (Indicator Weight = 5%)

Quality of Educational Outcomes (Weight = 30%)

- *Performance of college graduates on tests of advanced abilities.* This indicator cannot be calculated for Kentucky or the nation in 2002 because there is no suitable assessment instrument. The measure would be calculated by comparing the mean scores of Kentucky graduates to those of the nation's graduates, and scores would be broken down by area of performance. For example, they might be reported in terms of key abilities (such as communication and problem solving) identified by the National Education Goals Panel. (Indicator Weight = 20%)

- *Performance of college graduates on tests for advanced practice.* Calculated as the aggregated mean scores or pass rates of Kentucky graduates on licensure and admissions examinations, compared to those of the nation's graduates. Ideally, these indicators would be reported separately for (a) licensure examinations at the four-year college level, (b) licensure examinations at the two-year college level, and (c) graduate admissions tests. (Indicator Weight = 10%)

Good Practices in Undergraduate Education (Weight = 15%)

- *Good practices in four-year colleges.* Calculated as the aggregated benchmark scores of all respondents to the NSSE in Kentucky, compared to those of the nation. Indicators are reported separately for each of the five NSSE benchmarks, and are weighted by the number of full-time-equivalent (FTE) students enrolled at the participating institutions. (Indicator Weight = 7.5%)
- *Good practices in two-year colleges.* This indicator cannot be calculated for Kentucky or the nation in 2002. If CCSSE data were available, the indicator would be calculated as the aggregated benchmark scores of all respondents in Kentucky, compared to those of the nation. Indicators would be reported separately for each of the CCSSE benchmarks, and would be weighted by the FTE enrollment of the participating institutions. (Indicator Weight = 7.5%)

Creating and Reading a State Profile

The results of this exercise are shown in the accompanying table. Although the data are unsatisfactory and incomplete, the table illustrates how a comparative profile of state performance with respect to educational capital might be constructed. Even this barest of profiles suggests several themes for policymakers to consider:

- Verbal literacy levels for Kentucky's college-educated residents are better than average. The abilities of high-school educated Kentuckians are well above average in these areas, especially in younger age groups—possibly reflecting the impact of recent K–12 reform programs. But Kentucky remains well below the nation in quantitative literacy levels despite these reforms.
- Kentucky's higher education outcomes and good practices are only average, perhaps a bit below average. Colleges and universities in Kentucky do not appear to have kept pace with K–12 reform.
- Kentucky's educational institutions contribute more to the vocational/professional dimension of the state's educational capital than to the more "academic" dimension of preparing graduates for further study. Kentucky is well below the national average with respect to the absolute numbers of students taking competitive admissions examinations and, despite fewer test-takers, is also somewhat below average in performance.

KENTUCKY

Sample Index Scores for Measures of Educational Capital

	Nation	Kentucky
Abilities of College-Educated Residents*		
College-educated residents with advanced literacy		
Prose	100	116
Document	100	118
Quantitative	100	89
Value-added of college attendance		
Prose	100	101
Document	100	96
Quantitative	100	99
Institutional Contributions to Educational Capital		
Graduates with advanced abilities		
Communication	n/a	n/a
Problem solving	n/a	n/a
Graduates ready for advanced practice		
Licensures†	100	153
Competitive admissions‡	100	25
Graduates reporting high levels of ability	n/a	n/a
Quality of Educational Outcomes		
Performance of graduates on tests of advanced abilities		
Communication	n/a	n/a
Problem solving	n/a	n/a
Performance of graduates on tests for advanced practice		
Licensure tests†	100	103
Admissions tests‡	100	93
Good Practices in Undergraduate Education		
Good practices in four-year colleges§		
Level of academic challenge	100	97
Active and collaborative learning	100	99
Student interaction with faculty	100	102
Enriching educational experiences	100	97
Supportive campus environment	100	98
Good practices in two-year colleges	n/a	n/a

* Calculated from the 1992 National Adult Literacy Survey (NALS) and the 1995 Kentucky Adult Literacy Survey (KALS).

† Calculated from licensure test scores in nursing, respiratory therapy, radiology, and physical therapy.

‡ Calculated from admissions test scores including GRE, GMAT, and MCAT.

§ Calculated from the National Survey of Student Engagement (NSSE) national sample for 2000 and 2001, weighted by the number of full-time-equivalent students per institution.

ALABAMA

PREPARATION D-

HIGH SCHOOL COMPLETION (20%)	Alabama 2000	Alabama 2002	Top States 2002
18- to 24-year-olds with a high school credential	84%	82%	94%
K-12 COURSE TAKING (40%)			
9th to 12th graders taking at least one upper-level math course	27%	34%	57%
9th to 12th graders taking at least one upper-level science course	19%	23%	39%
8th grade students taking Algebra	12%	13%	30%
12th graders taking at least one upper-level math course	–	40%	56%
K-12 STUDENT ACHIEVEMENT (40%)			
8th graders scoring at or above "proficient" on the national assessment exam:			
in math	12%	16%	34%
in reading	21%	21%	38%
in science	–	22%	42%
in writing	17%	17%	31%
Low-income 8th graders scoring at or above "proficient" on the national assessment exam in math	2%	5%	21%
Number of scores in the top 20% nationally on SAT/ACT college entrance exam per 1,000 high school graduates	127	127	201
Number of scores that are 3 or higher on an Advanced Placement subject test per 1,000 high school juniors and seniors	47	48	197

Performance Gaps: In Alabama, almost 100% of 18- to 24-year-olds from high-income families have a high school credential, compared to 70% of those from low-income families.

Note: Alabama requires all high school students to take four years of math, science, social studies, and English/language arts. Students must pass algebra one, geometry and biology before earning a high school diploma.

PARTICIPATION D+

YOUNG ADULTS (60%)	Alabama 2000	Alabama 2002	Top States 2002
High school freshmen enrolling in college within 4 years in any state	35%	35%	54%
18- to 24-year-olds enrolling in college	33%	31%	41%
WORKING-AGE ADULTS (40%)			
25- to 49-year-olds enrolled part-time in some type of postsecondary education†	4.0%	2.7%	5.4%

†*Data for Measuring Up 2000 are for 25- to 44-year olds.*

Performance Gaps: In Alabama, of 18- to 24-year-olds whose parents have some college education, 52% enroll in college, compared to 17% of those whose parents did not attend college.

AFFORDABILITY F

FAMILY ABILITY TO PAY (50%)	Alabama 2000	Alabama 2002	Top States 2002
Percent of income (average of all income groups) needed to pay for college expenses minus financial aid:			
at community colleges	22%	21%	16%
at public 4-year colleges/universities	25%	23%	18%
at private 4-year colleges/universities	47%	44%	32%
STRATEGIES FOR AFFORDABILITY (40%)			
State grant aid targeted to low-income families as a percent of federal Pell Grant aid to low-income families	1%	1%	108%
Share of income that poorest families need to pay for tuition at lowest priced colleges	18%	18%	8%
RELIANCE ON LOANS (10%)			
Average loan amount that undergraduate students borrow each year‡	$3,509	$3,216	$2,928

‡*Data for Measuring Up 2000 include all students, not just undergraduates.*

Note: In the Affordability category, the lower the figures the better the performance for all indicators except for "State grant aid . . . as a percent of federal Pell Grant aid."

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INCOME GROUPS USED TO CALCULATE 2002 FAMILY ABILITY TO PAY

Percent of family income needed to pay for college expenses minus financial aid:	at community colleges	at public 4-year colleges/universities	at private 4-year colleges/universities
for 20% of the population with the lowest income	51%	56%	112%
for 20% of the population with lower-middle income	23%	26%	47%
for 20% of the population with middle income	14%	17%	28%
for 20% of the population with upper-middle income	10%	11%	18%
for 20% of the population with the highest income	6%	7%	12%

Note: Data are from 2000-01.

COMPLETION | A

	Alabama 2000	*Alabama 2002*	*Top States 2002*
PERSISTENCE (20%)			
1st year community college students returning their 2nd year	44%	49%	63%
Freshmen at 4-year colleges/universities returning their sophomore year	72%	74%	83%
COMPLETION (80%)			
First-time, full-time students completing a bachelor's degree within 5 years of high school completion	45%	46%	66%
First-time, full-time students completing a bachelor's degree within 6 years of college entrance	-	46%	61%
Certificates, degrees and diplomas awarded at all colleges and universities per 100 undergraduate students	18	24	21

BENEFITS | C

	Alabama 2000	*Alabama 2002*	*Top States 2002*
EDUCATIONAL ACHIEVEMENT (30%)			
Population aged 25 to 65 with bachelor's degree or higher	21%	23%	35%
ECONOMIC BENEFITS (25%)			
Increase in total personal income as a result of the percentage of the population holding a bachelor's degree	8%	8%	12%
Increase in total personal income as a result of the percentage of the population with some college (including an associate's degree), but not a bachelor's degree	-	1%	4%
CIVIC BENEFITS (25%)			
Residents voting in 1998 and 2000 national elections	53%	55%	60%
Of those who itemize on federal income taxes, the percentage declaring charitable gifts	92%	91%	92%
ADULT SKILL LEVELS (20%)			
Adults demonstrating high-level literacy skills:			
quantitative	n/a	n/a	28%
prose	n/a	n/a	28%
document	n/a	n/a	26%

Change over Time: In Alabama from 1999 to 1999, the proportion of the population with a bachelor's degree increased from 17% to 23%. *Gaps in Data:* The data marked n/a are not available because Alabama declined to participate in the survey.

LEARNING | I

Indicators in italics are new for 2002.

*Data from *Measuring Up 2000* were used because updated state information was not available.

Need more information? For an explanation of grading see page 189. For source information about each indicator, see page 186. For more state information (State Context, Leading Indicators, Facts and Figures, etc.) or technical information, visit the Web site for *Measuring Up* at www.highereducation.org.

ALASKA

PREPARATION B+

HIGH SCHOOL COMPLETION (20%)	*Alaska 2000*	*Alaska 2002*	*Top States 2002*
18- to 24-year-olds with a high school credential	89%	94%	94%
K–12 COURSE TAKING (40%)			
9th to 12th graders taking at least one upper-level math course	n/a	n/a	57%
9th to 12th graders taking at least one upper-level science course	n/a	n/a	39%
8th grade students taking Algebra	n/a	n/a	30%
12th graders taking at least one upper-level math course	–	n/a	56%
K–12 STUDENT ACHIEVEMENT (40%)			
8th graders scoring at or above "proficient" on the national assessment exam:			
in math	30%	30%*	34%
in reading	n/a	n/a	38%
in science	–	n/a	42%
in writing	n/a	n/a	31%
Low-income 8th graders scoring at or above "proficient" on the national assessment exam in math	n/a	n/a	21%
Number of scores in the top 20% nationally on SAT/ACT college entrance exam per 1,000 high school graduates	183	169	201
Number of scores that are 3 or higher on an Advanced Placement subject test per 1,000 high school juniors and seniors	96	92	197

Change over Time: In Alaska from 1989 to 1999, the proportion of 18- to 24-year-olds with a high school credential increased from 90% to 94%. *Gaps in Data:* The data marked n/a are not available because Alaska declined to participate in the surveys.

PARTICIPATION D+

YOUNG ADULTS (60%)	*Alaska 2000*	*Alaska 2002*	*Top States 2002*
High school freshmen enrolling in college within 4 years in any state	26%	24%	54%
18- to 24-year-olds enrolling in college	31%	31%	41%
WORKING-AGE ADULTS (40%)			
25- to 49-year-olds enrolled part-time in some type of postsecondary education†	3.9%	4.1%	5.4%

†*Data for Measuring Up 2000 are for 25- to 44-year olds.*

Note: In 1998, 67% of students going on to college enrolled out of state.

AFFORDABILITY D

FAMILY ABILITY TO PAY (50%)	*Alaska 2000*	*Alaska 2002*	*Top States 2002*
Percent of income (average of all income groups) needed to pay for college expenses minus financial aid:			
at community colleges	21%	20%	16%
at public 4-year colleges/universities	22%	21%	18%
at private 4-year colleges/universities	30%	32%	32%
STRATEGIES FOR AFFORDABILITY (40%)			
State grant aid targeted to low-income families as a percent of federal Pell Grant aid to low-income families	0%	0%	108%
Share of income that poorest families need to pay for tuition at lowest priced colleges	14%	14%	8%
RELIANCE ON LOANS (10%)			
Average loan amount that undergraduate students borrow each year‡	$3,422	$3,064	$2,928

‡*Data for Measuring Up 2000 include all students, not just undergraduates.*

Note: In the Affordability category, the lower the figures the better the performance for all indicators except for "State grant aid . . . as a percent of federal Pell Grant aid."

INCOME GROUPS USED TO CALCULATE 2002 FAMILY ABILITY TO PAY

Percent of family income needed to pay for college expenses minus financial aid:	at community colleges	at public 4-year colleges/universities	at private 4-year colleges/universities
for 20% of the population with the lowest income	47%	50%	79%
for 20% of the population with lower-middle income	21%	23%	35%
for 20% of the population with middle income	14%	15%	22%
for 20% of the population with upper-middle income	10%	11%	15%
for 20% of the population with the highest income	6%	7%	10%

Note: Data are from 2000–01.

COMPLETION | F

PERSISTENCE (20%) *	*Alaska 2000*	*Alaska 2002*	*Top States 2002*
1st year community college students returning their 2nd year	n/a	n/a	63%
Freshmen at 4-year colleges/universities returning their sophomore year	n/a	n/a	83%
COMPLETION (80%)			
First-time, full-time students completing a bachelor's degree within 5 years of high school completion	n/a	19%	56%
First-time, full-time students completing a bachelor's degree within 6 years of college entrance	–	25%	61%
Certificates, degrees and diplomas awarded at all colleges and universities per 100 undergraduate students	11	10	21

Gaps in Data: The data marked n/a are not available because Alaska declined to participate in the survey, or the sample size was too small.

BENEFITS | C+

EDUCATIONAL ACHIEVEMENT (30%)	*Alaska 2000*	*Alaska 2002*	*Top States 2002*
Population aged 25 to 65 with bachelor's degree or higher	27%	27%	35%
ECONOMIC BENEFITS (25%)			
Increase in total personal income as a result of the percentage of the population holding a bachelor's degree	9%	8%	12%
Increase in total personal income as a result of the percentage of the population with some college (including an associate's degree), but not a bachelor's degree	–	2%	4%
CIVIC BENEFITS (25%)			
Residents voting in 1998 and 2000 national elections	57%	60%	60%
Of those who itemize on federal income taxes, the percentage declaring charitable gifts	83 %	83%	92%
ADULT SKILL LEVELS (20%)			
Adults demonstrating high-level literacy skills:			
quantitative	n/a	n/a	28%
prose	n/a	n/a	28%
document	n/a	n/a	26%

Gaps in Data: The data marked n/a are not available because Alaska declined to participate in the survey.

LEARNING | I

Indicators in italics are new for 2002.

*Data from *Measuring Up 2000* were used because updated state information was not available.

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Measuring Up 2002: State Profiles

ARIZONA

PREPARATION | D

HIGH SCHOOL COMPLETION (20%)	Arizona 2000	Arizona 2002	Top States 2002
18- to 24-year-olds with a high school credential	77%	73%	94%
K–12 COURSE TAKING (40%)			
9th to 12th graders taking at least one upper-level math course	n/a	n/a	57%
9th to 12th graders taking at least one upper-level science course	n/a	n/a	39%
8th grade students taking Algebra	n/a	n/a	30%
12th graders taking at least one upper-level math course	–	n/a	56%
K–12 STUDENT ACHIEVEMENT (40%)			
8th graders scoring at or above "proficient" on the national assessment exam:			
in math	18%	21%	34%
in reading	28%	28%	38%
in science	–	24%	42%
in writing	21%	21%	31%
Low-income 8th graders scoring at or above "proficient" on the national assessment exam in math	3%	9%	21%
Number of scores in the top 20% nationally on SAT/ACT college entrance exam per 1,000 high school graduates	123	132	201
Number of scores that are 3 or higher on an Advanced Placement subject test per 1,000 high school juniors and seniors	67	72	197

Performance Gaps: In Arizona, 87% of white 18- to 24-year-olds have a high school credential, compared to 59% for all other races. Also, 92% of 18- to 24-year-olds from high-income families have a high school credential, compared to 60% of those from low-income families. Of 18- to 24-year-olds whose parents have some college education, 87% have a high school credential, compared to 57% of those whose parents did not attend college. *Change over Time:* In Arizona from 1989 to 1999, the proportion of 18- to 24-year-olds with a high school credential decreased from 86% to 73%. *Gaps in Data:* The data marked n/a are not available because Arizona declined to participate in the survey.

PARTICIPATION | B–

YOUNG ADULTS (60%)	Arizona 2000	Arizona 2002	Top States 2002
High school freshmen enrolling in college within 4 years in any state	28%	28%	54%
18- to 24-year-olds enrolling in college	27%	26%	41%
WORKING-AGE ADULTS (40%)			
25- to 49-year-olds enrolled part-time in some type of postsecondary education†	4.7%	5.5%	5.4%

†*Data for Measuring Up 2000 are for 25- to 44-year olds.*

Change over Time: In Arizona from 1989 to 1999, the proportion of 18- to 24-year-olds enrolled in college decreased from 31% to 26%.

AFFORDABILITY | D–

FAMILY ABILITY TO PAY (50%)	Arizona 2000	Arizona 2002	Top States 2002
Percent of income (average of all income groups) needed to pay for college expenses minus financial aid:			
at community colleges	24%	23%	16%
at public 4-year colleges/universities	27%	25%	18%
at private 4-year colleges/universities	49%	54%	32%
STRATEGIES FOR AFFORDABILITY (40%)			
State grant aid targeted to low-income families as a percent of federal Pell Grant aid to low-income families	2%	2%	108%
Share of income that poorest families need to pay for tuition at lowest priced colleges	9%	8%	8%
RELIANCE ON LOANS (10%)			
Average loan amount that undergraduate students borrow each year‡	$4,038	$3,573	$2,928

‡*Data for Measuring Up 2000 include all students, not just undergraduates.*

Note: In the Affordability category, the lower the figures the better the performance for all indicators except for "State grant aid . . . as a percent of federal Pell Grant aid."

INCOME GROUPS USED TO CALCULATE 2002 FAMILY ABILITY TO PAY

Percent of family income needed to pay for college expenses minus financial aid:	at community colleges	at public 4-year colleges/universities	at private 4-year colleges/universities
for 20% of the population with the lowest income	53%	58%	128%
for 20% of the population with lower-middle income	27%	30%	63%
for 20% of the population with middle income	18%	20%	40%
for 20% of the population with upper-middle income	11%	13%	26%
for 20% of the population with the highest income	6%	7%	15%

Note: Data are from 2000–01.

COMPLETION | C+

	Arizona 2000	*Arizona 2002*	*Top States 2002*
PERSISTENCE (20%)			
1st year community college students returning their 2nd year	45%	48%	63%
Freshmen at 4-year colleges/universities returning their sophomore year	73%	72%	83%
COMPLETION (80%)			
First-time, full-time students completing a bachelor's degree within 5 years of high school completion	44%	44%	66%
First-time, full-time students completing a bachelor's degree within 6 years of college entrance	–	49%	61%
Certificates, degrees and diplomas awarded at all colleges and universities per 100 undergraduate students	14	17	21

BENEFITS | B–

	Arizona 2000	*Arizona 2002*	*Top States 2002*
EDUCATIONAL ACHIEVEMENT (30%)			
Population aged 25 to 65 with bachelor's degree or higher	25%	26%	35%
ECONOMIC BENEFITS (25%)			
Increase in total personal income as a result of the percentage of the population holding a bachelor's degree	9%	9%	12%
Increase in total personal income as a result of the percentage of the population with some college (including an associate's degree), but not a bachelor's degree	–	3%	4%
CIVIC BENEFITS (25%)			
Residents voting in 1998 and 2000 national elections	41%	40%	60%
Of those who itemize on federal income taxes, the percentage declaring charitable gifts	89%	88%	92%
ADULT SKILL LEVELS (20%)			
Adults demonstrating high-level literacy skills:			
quantitative	23%	23%	28%
prose	23%	23%	28%
document	21%	21%	26%

Performance Gaps: In Arizona, 32% of white 25- to 65-year-olds have a bachelor's degree, compared to 12% for all other races.

LEARNING | I

Indicators in italics are new for 2002.

*Data from *Measuring Up 2000* were used because updated state information was not available.

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ARKANSAS

PREPARATION | D+

HIGH SCHOOL COMPLETION (20%)	*Arkansas 2000*	*Arkansas 2002*	*Top States 2002*
18- to 24-year-olds with a high school credential	85%	84%	94%
K–12 COURSE TAKING (40%)			
9th to 12th graders taking at least one upper-level math course	46%	51%	57%
9th to 12th graders taking at least one upper-level science course	27%	29%	39%
8th grade students taking Algebra	8%	23%	30%
12th graders taking at least one upper-level math course	–	11%	56%
K–12 STUDENT ACHIEVEMENT (40%)			
8th graders scoring at or above "proficient" on the national assessment exam:			
in math	13%	14%	34%
in reading	23%	23%	38%
in science	–	23%	42%
in writing	13%	13%	31%
Low-income 8th graders scoring at or above "proficient" on the national assessment exam in math	n/a	7%	21%
Number of scores in the top 20% nationally on SAT/ACT college entrance exam per 1,000 high school graduates	120	120	201
Number of scores that are 3 or higher on an Advanced Placement subject test per 1,000 high school juniors and seniors	33	50	197

Change over Time: In Arkansas from 1990 to 2000, the proportion of high school students taking upper-level math courses increased from 31% to 51%—the fourth highest increase compared to other states. From 1990 to 2000, the proportion of high school students taking upper-level science courses increased from 11% to 29%—the highest increase compared to other states.

PARTICIPATION | D+

YOUNG ADULTS (60%)	*Arkansas 2000*	*Arkansas 2002*	*Top States 2002*
High school freshmen enrolling in college within 4 years in any state	39%	39%	54%
18- to 24-year-olds enrolling in college	26%	24%	41%
WORKING-AGE ADULTS (40%)			
25- to 49-year-olds enrolled part-time in some type of postsecondary education†	2.1%	2.7%	5.4%

†*Data for Measuring Up 2000 are for 25- to 44-year olds.*

AFFORDABILITY | C

FAMILY ABILITY TO PAY (50%)	*Arkansas 2000*	*Arkansas 2002*	*Top States 2002*
Percent of income (average of all income groups) needed to pay for college expenses minus financial aid:			
at community colleges	20%	17%	16%
at public 4-year colleges/universities	24%	20%	18%
at private 4-year colleges/universities	45%	39%	32%
STRATEGIES FOR AFFORDABILITY (40%)			
State grant aid targeted to low-income families as a percent of federal Pell Grant aid to low-income families	21%	34%	108%
Share of income that poorest families need to pay for tuition at lowest priced colleges	12%	12%	8%
RELIANCE ON LOANS (10%)			
Average loan amount that undergraduate students borrow each year‡	$3,345	$3,055	$2,928

‡*Data for Measuring Up 2000 include all students, not just undergraduates.*

Note: *In the Affordability category, the lower the figures the better the performance for all indicators except for "State grant aid . . . as a percent of federal Pell Grant aid."*

INCOME GROUPS USED TO CALCULATE 2002 FAMILY ABILITY TO PAY

Percent of family income needed to pay for college expenses minus financial aid:	at community colleges	at public 4-year colleges/universities	at private 4-year colleges/universities
for 20% of the population with the lowest income	37%	42%	92%
for 20% of the population with lower-middle income	19%	22%	42%
for 20% of the population with middle income	14%	17%	28%
for 20% of the population with upper-middle income	10%	12%	19%
for 20% of the population with the highest income	6%	7%	13%

Note: Data are from 2000-01.

COMPLETION | C–

PERSISTENCE (20%)	*Arkansas 2000*	*Arkansas 2002*	*Top States 2002*
1st year community college students returning their 2nd year	54%	55%	63%
Freshmen at 4-year colleges/universities returning their sophomore year	67%	70%	83%
COMPLETION (80%)			
First-time, full-time students completing a bachelor's degree within 5 years of high school completion	32%	38%	66%
First-time, full-time students completing a bachelor's degree within 6 years of college entrance	–	35%	61%
Certificates, degrees and diplomas awarded at all colleges and universities per 100 undergraduate students	15	16	21

BENEFITS | D–

EDUCATIONAL ACHIEVEMENT (30%)	*Arkansas 2000*	*Arkansas 2002*	*Top States 2002*
Population aged 25 to 55 with bachelor's degree or higher	18%	20%	35%
ECONOMIC BENEFITS (25%)			
Increase in total personal income as a result of the percentage of the population holding a bachelor's degree	6%	6%	12%
Increase in total personal income as a result of the percentage of the population with some college (including an associate's degree), but not a bachelor's degree	–	1%	4%
CIVIC BENEFITS (25%)			
Residents voting in 1998 and 2000 national elections	47%	46%	60%
Of those who itemize on federal income taxes, the percentage declaring charitable gifts	86%	85%	92%
ADULT SKILL LEVELS (20%)			
Adults demonstrating high-level literacy skills:			
quantitative	16%	16%	28%
prose	13%	13%	28%
document	12%	12%	26%

Change over Time: In Arkansas from 1999 to 1999, the proportion of the population with a bachelor's degree increased from 14% to 20%—the fourth highest increase compared to other states.

LEARNING | I

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CALIFORNIA

PREPARATION C-

HIGH SCHOOL COMPLETION (20%)	California 2000	California 2002	Top States 2002
18- to 24-year-olds with a high school credential	81%	83%	94%
K–12 COURSE TAKING (40%)			
9th to 12th graders taking at least one upper-level math course	36%	34%	57%
9th to 12th graders taking at least one upper-level science course	20%	18%	39%
8th grade students taking Algebra	21%	33%	30%
12th graders taking at least one upper-level math course	–	26%	56%
K–12 STUDENT ACHIEVEMENT (40%)			
8th graders scoring at or above "proficient" on the national assessment exam:			
in math	17%	18%	34%
in reading	22%	22%	38%
in science	–	15%	42%
in writing	20%	20%	31%
Low-income 8th graders scoring at or above "proficient" on the national assessment exam in math	5%	4%	21%
Number of scores in the top 20% nationally on SAT/ACT college entrance exam per 1,000 high school graduates	123	135	201
Number of scores that are 3 or higher on an Advanced Placement subject test per 1,000 high school juniors and seniors	144	169	197

Change over Time: In California from 1989 to 1999, the proportion of 18- to 24-year-olds with a high school credential increased from 78% to 83%—the fifth highest increase compared to other states.

PARTICIPATION B+

YOUNG ADULTS (60%)	California 2000	California 2002	Top States 2002
High school freshmen enrolling in college within 4 years in any state	43%	34%	54%
18- to 24-year-olds enrolling in college	38%	36%	41%
WORKING-AGE ADULTS (40%)			
25- to 49-year-olds enrolled part-time in some type of postsecondary education†	4.3%	4.9%	5.4%

†*Data for Measuring Up 2000 are for 25- to 44-year olds.*

AFFORDABILITY A

FAMILY ABILITY TO PAY (50%)	California 2000	California 2002	Top States 2002
Percent of income (average of all income groups) needed to pay for college expenses minus financial aid:			
at community colleges	26%	24%	16%
at public 4-year colleges/universities	31%	28%	18%
at private 4-year colleges/universities	73%	77%	32%
STRATEGIES FOR AFFORDABILITY (40%)			
State grant aid targeted to low-income families as a percent of federal Pell Grant aid to low-income families	37%	47%	108%
Share of income that poorest families need to pay for tuition at lowest priced colleges	4%	3%	8%
RELIANCE ON LOANS (10%)			
Average loan amount that undergraduate students borrow each year‡	$4,361	$3,543	$2,928

‡*Data for Measuring Up 2000 include all students, not just undergraduates.*

Note: In the Affordability category, the lower the figures the better the performance for all indicators except for "State grant aid . . . as a percent of federal Pell Grant aid."

INCOME GROUPS USED TO CALCULATE 2002 FAMILY ABILITY TO PAY

Percent of family income needed to pay for college expenses minus financial aid:	at community colleges	at public 4-year colleges/universities	at private 4-year colleges/universities
for 20% of the population with the lowest income	56%	64%	190%
for 20% of the population with lower-middle income	29%	33%	90%
for 20% of the population with middle income	18%	21%	53%
for 20% of the population with upper-middle income	12%	14%	33%
for 20% of the population with the highest income	6%	8%	20%

Note: Data are from 2000–01.

COMPLETION | C+

	California 2000	*California 2002*	*Top States 2002*
PERSISTENCE (20%)			
1st year community college students returning their 2nd year	48%	48%	63%
Freshmen at 4-year colleges/universities returning their sophomore year	83%	84%	83%
COMPLETION (80%)			
First-time, full-time students completing a bachelor's degree within 5 years of high school completion	53%	53%	66%
First-time, full-time students completing a bachelor's degree within 6 years of college entrance	–	60%	61%
Certificates, degrees and diplomas awarded at all colleges and universities per 100 undergraduate students	13	14	21

BENEFITS | A-

	California 2000	*California 2002*	*Top States 2002*
EDUCATIONAL ACHIEVEMENT (30%)			
Population aged 25 to 65 with bachelor's degree or higher	29%	30%	35%
ECONOMIC BENEFITS (25%)			
Increase in total personal income as a result of the percentage of the population holding a bachelor's degree	11%	11%	12%
Increase in total personal income as a result of the percentage of the population with some college (including an associate's degree), but not a bachelor's degree	–	4%	4%
CIVIC BENEFITS (25%)			
Residents voting in 1998 and 2000 national elections	44%	44%	60%
Of those who itemize on federal income taxes, the percentage declaring charitable gifts	89%	89%	92%
ADULT SKILL LEVELS (20%)			
Adults demonstrating high-level literacy skills:			
quantitative	24%	24%	28%
prose	24%	24%	28%
document	21%	21%	26%

LEARNING | I

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*Data from *Measuring Up 2000* were used because updated state information was not available.

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COLORADO

PREPARATION | B

HIGH SCHOOL COMPLETION (20%)	Colorado 2000	Colorado 2002	Top States 2002
18- to 24-year-olds with a high school credential	86%	82%	94%
K–12 COURSE TAKING (40%)			
9th to 12th graders taking at least one upper-level math course	n/a	n/a	57%
9th to 12th graders taking at least one upper-level science course	n/a	n/a	39%
8th grade students taking Algebra	n/a	n/a	30%
12th graders taking at least one upper-level math course	–	n/a	56%
K–12 STUDENT ACHIEVEMENT (40%)			
8th graders scoring at or above "proficient" on the national assessment exam:			
in math	25%	25%*	34%
in reading	30%	30%	38%
in science	–	n/a	42%
in writing	27%	27%	31%
Low-income 8th graders scoring at or above "proficient" on the national assessment exam in math	11%	11%*	21%
Number of scores in the top 20% nationally on SAT/ACT college entrance exam per 1,000 high school graduates	204	209	201
Number of scores that are 3 or higher on an Advanced Placement subject test per 1,000 high school juniors and seniors	98	123	197

Performance Gaps: In Colorado, 90% of white 18- to 24-year-olds have a high school credential, compared to 61% for all other races. Also, of 18- to 24-year-olds whose parents have some college education, 94% have a high school credential, compared to 67% of those whose parents did not attend college. *Change over Time:* In Colorado from 1999 to 1999, the proportion of 18- to 24-year-olds with a high school credential decreased from 88% to 82%. *Gaps in Data:* The data marked n/a are not available because Colorado declined to participate in the surveys.

PARTICIPATION | B

YOUNG ADULTS (60%)	Colorado 2000	Colorado 2002	Top States 2002
High school freshmen enrolling in college within 4 years in any state	38%	39%	54%
18- to 24-year-olds enrolling in college	29%	26%	41%
WORKING-AGE ADULTS (40%)			
25- to 49-year-olds enrolled part-time in some type of postsecondary education†	4.3%	4.9%	5.4%

†*Data for Measuring Up 2000 are for 25- to 44-year olds.*

AFFORDABILITY | C–

FAMILY ABILITY TO PAY (50%)	Colorado 2000	Colorado 2002	Top States 2002
Percent of income (average of all income groups) needed to pay for college expenses minus financial aid:			
at community colleges	21%	19%	16%
at public 4-year colleges/universities	22%	20%	18%
at private 4-year colleges/universities	57%	61%	32%
STRATEGIES FOR AFFORDABILITY (40%)			
State grant aid targeted to low-income families as a percent of federal Pell Grant aid to low-income families	48%	43%	108%
Share of income that poorest families need to pay for tuition at lowest priced colleges	13%	11%	8%
RELIANCE ON LOANS (10%)			
Average loan amount that undergraduate students borrow each year‡	$3,823	$3,633	$2,928

‡*Data for Measuring Up 2000 include all students, not just undergraduates.*

Note: In the Affordability category, the lower the figures the better the performance for all indicators except for "State grant aid . . . as a percent of federal Pell Grant aid."

INCOME GROUPS USED TO CALCULATE 2002 FAMILY ABILITY TO PAY

Percent of family income needed to pay for college expenses minus financial aid:	at community colleges	at public 4-year colleges/universities	at private 4-year colleges/universities
for 20% of the population with the lowest income	42%	44%	144%
for 20% of the population with lower-middle income	21%	23%	70%
for 20% of the population with middle income	14%	15%	44%
for 20% of the population with upper-middle income	10%	11%	29%
for 20% of the population with the highest income	6%	7%	19%

Note: Data are from 2000–01.

COMPLETION | C+

PERSISTENCE (20%)	*Colorado 2000*	*Colorado 2002*	*Top States 2002*
1st year community college students returning their 2nd year	42%	47%	63%
Freshmen at 4-year colleges/universities returning their sophomore year	74%	75%	83%
COMPLETION (80%)			
First-time, full-time students completing a bachelor's degree within 5 years of high school completion	49%	49%	66%
First-time, full-time students completing a bachelor's degree within 6 years of college entrance	–	47%	61%
Certificates, degrees and diplomas awarded at all colleges and universities per 100 undergraduate students	15	16	21

BENEFITS | A

EDUCATIONAL ACHIEVEMENT (30%)	*Colorado 2000*	*Colorado 2002*	*Top States 2002*
Population aged 25 to 65 with bachelor's degree or higher	35%	36%	35%
ECONOMIC BENEFITS (25%)			
Increase in total personal income as a result of the percentage of the population holding a bachelor's degree	9%	8%	12%
Increase in total personal income as a result of the percentage of the population with some college (including an associate's degree), but not a bachelor's degree	–	1%	4%
CIVIC BENEFITS (25%)			
Residents voting in 1998 and 2000 national elections	55%	53%	60%
Of those who itemize on federal income taxes, the percentage declaring charitable gifts	87%	86%	92%
ADULT SKILL LEVELS (20%)			
Adults demonstrating high-level literacy skills:			
quantitative	48%	48%	28%
prose	46%	46%	28%
document	36%	36%	26%

Performance Gaps: In Colorado, 41% of white 25- to 65-year-olds have a bachelor's degree, compared to 16% for all other races.

LEARNING | I

Indicators in italics are new for 2002.

*Data from *Measuring Up 2000* were used because updated state information was not available.

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CONNECTICUT

PREPARATION A

HIGH SCHOOL COMPLETION (20%)	Connecticut 2000	Connecticut 2002	Top States 2002
18- to 24-year-olds with a high school credential	92%	92%	94%
K–12 COURSE TAKING (40%)			
9th to 12th graders taking at least one upper-level math course	49%	53%	57%
9th to 12th graders taking at least one upper-level science course	33%	35%	39%
8th grade students taking Algebra	28%	28%	30%
12th graders taking at least one upper-level math course	–	66%	56%
K–12 STUDENT ACHIEVEMENT (40%)			
8th graders scoring at or above "proficient" on the national assessment exam:			
in math	31%	34%	34%
in reading	42%	42%	38%
in science	–	35%	42%
in writing	44%	44%	31%
Low-income 8th graders scoring at or above "proficient" on the national assessment exam in math	9%	7%	21%
Number of scores in the top 20% nationally on SAT/ACT college entrance exam per 1,000 high school graduates	175	189	201
Number of scores that are 3 or higher on an Advanced Placement subject test per 1,000 high school juniors and seniors	157	196	197

Performance Gaps: In Connecticut, 78% of white high school students take upper-level math courses, compared to 45% of black students and 53% of Hispanic students. Also, 78% of white high school students take upper-level science courses, compared to 59% of black students and 52% of Hispanic students.

PARTICIPATION A–

YOUNG ADULTS (60%)	Connecticut 2000	Connecticut 2002	Top States 2002
High school freshmen enrolling in college within 4 years in any state	44%	48%	54%
18- to 24-year-olds enrolling in college	42%	43%	41%
WORKING-AGE ADULTS (40%)			
25- to 49-year-olds enrolled part-time in some type of postsecondary education†	4.0%	3.7%	5.4%

†*Data for Measuring Up 2000 are for 25- to 44-year olds.*

Performance Gaps: In Connecticut, 50% of white 18- to 24-year-olds enroll in college, compared to 26% for all other races. *Change over Time:* In Connecticut from 1989 to 1999, the proportion of 18- to 24-year-olds enrolled in college increased from 28% to 43%—the second highest increase compared to other states.

Note: In 1998, 51% of students going on to college enrolled out of state.

AFFORDABILITY C–

FAMILY ABILITY TO PAY (50%)	Connecticut 2000	Connecticut 2002	Top States 2002
Percent of income (average of all income groups) needed to pay for college expenses minus financial aid:			
at community colleges	22%	20%	16%
at public 4-year colleges/universities	28%	25%	18%
at private 4-year colleges/universities	69%	61%	32%
STRATEGIES FOR AFFORDABILITY (40%)			
State grant aid targeted to low-income families as a percent of federal Pell Grant aid to low-income families	81%	96%	108%
Share of income that poorest families need to pay for tuition at lowest priced colleges	15%	13%	8%
RELIANCE ON LOANS (10%)			
Average loan amount that undergraduate students borrow each year‡	$4,313	$3,771	$2,928

‡*Data for Measuring Up 2000 include all students, not just undergraduates.*

Note: In the Affordability category, the lower the figures the better the performance for all indicators except for "State grant aid . . . as a percent of federal Pell Grant aid."

INCOME GROUPS USED TO CALCULATE 2002 FAMILY ABILITY TO PAY

Percent of family income needed to pay for college expenses minus financial aid:	at community colleges	at public 4-year colleges/universities	at private 4-year colleges/universities
for 20% of the population with the lowest income	48%	60%	159%
for 20% of the population with lower-middle income	22%	27%	68%
for 20% of the population with middle income	14%	17%	38%
for 20% of the population with upper-middle income	9%	12%	24%
for 20% of the population with the highest income	5%	7%	16%

Note: Data are from 2000–01.

COMPLETION | B+

PERSISTENCE (20%)	*Connecticut 2000*	*Connecticut 2002*	*Top States 2002*
1st year community college students returning their 2nd year	62%	48%	63%
Freshmen at 4-year colleges/universities returning their sophomore year	84%	83%	83%
COMPLETION (80%)			
First-time, full-time students completing a bachelor's degree within 5 years of high school completion	66%	65%	66%
First-time, full-time students completing a bachelor's degree within 6 years of college entrance	–	61%	61%
Certificates, degrees and diplomas awarded at all colleges and universities per 100 undergraduate students	16	17	21

BENEFITS | A–

EDUCATIONAL ACHIEVEMENT (30%)	*Connecticut 2000*	*Connecticut 2002*	*Top States 2002*
Population aged 25 to 65 with bachelor's degree or higher	33%	35%	35%
ECONOMIC BENEFITS (25%)			
Increase in total personal income as a result of the percentage of the population holding a bachelor's degree	10%	11%	12%
Increase in total personal income as a result of the percentage of the population with some college (including an associate's degree), but not a bachelor's degree	–	1%	4%
CIVIC BENEFITS (25%)			
Residents voting in 1998 and 2000 national elections	52%	50%	60%
Of those who itemize on federal income taxes, the percentage declaring charitable gifts	92%	92%	92%
ADULT SKILL LEVELS (20%)			
Adults demonstrating high-level literacy skills:			
quantitative	n/a	n/a	28%
prose	n/a	n/a	28%
document	n/a	n/a	26%

Performance Gaps: In Connecticut, 40% of white 25- to 65-year-olds have a bachelor's degree, compared to 18% for all other races. *Gaps in Data:* The data marked n/a are not available because Connecticut declined to participate in the survey.

LEARNING | I

Indicators in italics are new for 2002.

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DELAWARE

PREPARATION C+

HIGH SCHOOL COMPLETION (20%)	Delaware 2000	Delaware 2002	Top States 2002
18- to 24-year-olds with a high school credential	90%	92%	94%
K–12 COURSE TAKING (40%)			
9th to 12th graders taking at least one upper-level math course	39%	39%*	57%
9th to 12th graders taking at least one upper-level science course	25%	25%*	39%
8th grade students taking Algebra	25%	25%*	30%
12th graders taking at least one upper-level math course	–	n/a	56%
K–12 STUDENT ACHIEVEMENT (40%)			
8th graders scoring at or above "proficient" on the national assessment exam:			
in math	19%	19%*	34%
in reading	25%	25%	38%
in science	–	n/a	42%
in writing	22%	22%	31%
Low-income 8th graders scoring at or above "proficient" on the national assessment exam in math	6%	6%*	21%
Number of scores in the top 20% nationally on SAT/ACT college entrance exam per 1,000 high school graduates	132	129	201
Number of scores that are 3 or higher on an Advanced Placement subject test per 1,000 high school juniors and seniors	124	145	197

Change over Time: In Delaware from 1999 to 1999, the proportion of 18- to 24-year-olds with a high school credential increased from 88% to 92%. *Gaps in Data:* The data marked n/a are not available because Delaware declined to participate in the surveys.

PARTICIPATION B

YOUNG ADULTS (60%)	Delaware 2000	Delaware 2002	Top States 2002
High school freshmen enrolling in college within 4 years in any state	44%	42%	54%
18- to 24-year-olds enrolling in college	26%	30%	41%
WORKING-AGE ADULTS (40%)			
25- to 49-year-olds enrolled part-time in some type of postsecondary education†	6.3%	4.1%	5.4%

†*Data for Measuring Up 2000 are for 25- to 44-year olds.*

AFFORDABILITY F

FAMILY ABILITY TO PAY (50%)	Delaware 2000	Delaware 2002	Top States 2002
Percent of income (average of all income groups) needed to pay for college expenses minus financial aid:			
at community colleges	20%	22%	16%
at public 4-year colleges/universities	28%	29%	18%
at private 4-year colleges/universities	41%	41%	32%
STRATEGIES FOR AFFORDABILITY (40%)			
State grant aid targeted to low-income families as a percent of federal Pell Grant aid to low-income families	15%	8%	108%
Share of income that poorest families need to pay for tuition at lowest priced colleges	12%	14%	8%
RELIANCE ON LOANS (10%)			
Average loan amount that undergraduate students borrow each year†	$4,053	$4,039	$2,928

†*Data for Measuring Up 2000 include all students, not just undergraduates.*

Note: In the Affordability category, the lower the figures the better the performance for all indicators except for "State grant aid ... as a percent of federal Pell Grant aid."

INCOME GROUPS USED TO CALCULATE 2002 FAMILY ABILITY TO PAY

Percent of family income needed to pay for college expenses minus financial aid:	at community colleges	at public 4-year colleges/universities	at private 4-year colleges/universities
for 20% of the population with the lowest income	55%	73%	104%
for 20% of the population with lower-middle income	23%	31%	43%
for 20% of the population with middle income	15%	20%	28%
for 20% of the population with upper-middle income	10%	14%	19%
for 20% of the population with the highest income	7%	9%	12%

Note: Data are from 2000-01.

COMPLETION | B

	Delaware 2000	*Delaware 2002*	*Top States 2002*
PERSISTENCE (20%)			
1st year community college students returning their 2nd year	40%	48%	63%
Freshmen at 4-year colleges/universities returning their sophomore year	82%	83%	83%
COMPLETION (80%)			
First-time, full-time students completing a bachelor's degree within 5 years of high school completion	67%	67%*	66%
First-time, full-time students completing a bachelor's degree within 6 years of college entrance	–	60%	61%
Certificates, degrees and diplomas awarded at all colleges and universities per 100 undergraduate students	16	16	21

Performance Gaps: For every 100 black students enrolled in college in Delaware, 11 receive a degree or certificate. In comparison, for every 100 white students enrolled, 17 receive a degree or certificate.

BENEFITS | A

	Delaware 2000	*Delaware 2002*	*Top States 2002*
EDUCATIONAL ACHIEVEMENT (30%)			
Population aged 25 to 64 with bachelor's degree or higher	26%	28%	35%
ECONOMIC BENEFITS (25%)			
Increase in total personal income as a result of the percentage of the population holding a bachelor's degree	10%	12%	12%
Increase in total personal income as a result of the percentage of the population with some college (including an associate's degree), but not a bachelor's degree	–	4%	4%
CIVIC BENEFITS (25%)			
Residents voting in 1998 and 2000 national elections	46%	49%	60%
Of those who itemize on federal income taxes, the percentage declaring charitable gifts	91%	91%	92%
ADULT SKILL LEVELS (20%)			
Adults demonstrating high-level literacy skills:			
quantitative	36%	36%	28%
prose	35%	35%	28%
document	31%	31%	26%

LEARNING | I

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FLORIDA

PREPARATION C+

HIGH SCHOOL COMPLETION (20%)	*Florida 2000*	*Florida 2002*	*Top States 2002*
18- to 24-year-olds with a high school credential	84%	85%	94%
K–12 COURSE TAKING (40%)			
9th to 12th graders taking at least one upper-level math course	n/a	n/a	57%
9th to 12th graders taking at least one upper-level science course	n/a	n/a	39%
8th grade students taking Algebra	n/a	n/a	30%
12th graders taking at least one upper-level math course	–	n/a	56%
K–12 STUDENT ACHIEVEMENT (40%)			
8th graders scoring at or above "proficient" on the national assessment exam:			
in math	17%	17%*	34%
in reading	23%	23%	38%
in science	–	n/a	42%
in writing	19%	19%	31%
Low-income 8th graders scoring at or above "proficient" on the national assessment exam in math	6%	6%*	21%
Number of scores in the top 20% nationally on SAT/ACT college entrance exam per 1,000 high school graduates	142	148	201
Number of scores that are 3 or higher on an Advanced Placement subject test per 1,000 high school juniors and seniors	120	150	197

Gaps in Data: The data marked n/a are not available because Florida declined to participate in the surveys.

PARTICIPATION D+

YOUNG ADULTS (60%)	*Florida 2000*	*Florida 2002*	*Top States 2002*
High school freshmen enrolling in college within 4 years in any state	29%	28%	54%
18- to 24-year-olds enrolling in college	30%	31%	41%
WORKING-AGE ADULTS (40%)			
25- to 49-year-olds enrolled part-time in some type of postsecondary education†	3.5%	3.6%	5.4%

†*Data for Measuring Up 2000 are for 25- to 44-year olds.*

AFFORDABILITY D–

FAMILY ABILITY TO PAY (50%)	*Florida 2000*	*Florida 2002*	*Top States 2002*
Percent of income (average of all income groups) needed to pay for college expenses minus financial aid:			
at community colleges	24%	23%	16%
at public 4-year colleges/universities	26%	23%	18%
at private 4-year colleges/universities	66%	62%	32%
STRATEGIES FOR AFFORDABILITY (40%)			
State grant aid targeted to low-income families as a percent of federal Pell Grant aid to low-income families	10%	16%	108%
Share of income that poorest families need to pay for tuition at lowest priced colleges	14%	13%	8%
RELIANCE ON LOANS (10%)			
Average loan amount that undergraduate students borrow each year‡	$3,841	$3,082	$2,928

‡*Data for Measuring Up 2000 include all students, not just undergraduates.*

Note: In the Affordability category, the lower the figures the better the performance for all indicators except for "State grant aid . . . as a percent of federal Pell Grant aid."

INCOME GROUPS USED TO CALCULATE 2002 FAMILY ABILITY TO PAY

Percent of family income needed to pay for college expenses minus financial aid:	at community colleges	at public 4-year colleges/universities	at private 4-year colleges/universities
for 20% of the population with the lowest income	52%	51%	150%
for 20% of the population with lower-middle income	26%	26%	70%
for 20% of the population with middle income	17%	17%	44%
for 20% of the population with upper-middle income	11%	12%	28%
for 20% of the population with the highest income	7%	7%	18%

Note: Data are from 2000-01.

COMPLETION | B+

PERSISTENCE (20%)	*Florida 2000*	*Florida 2002*	*Top States 2002*
1st year community college students returning their 2nd year	61%	63%	63%
Freshmen at 4-year colleges/universities returning their sophomore year	80%	79%	83%
COMPLETION (80%)			
First-time, full-time students completing a bachelor's degree within 5 years of high school completion	52%	51%	65%
First-time, full-time students completing a bachelor's degree within 6 years of college entrance	–	53%	61%
Certificates, degrees and diplomas awarded at all colleges and universities per 100 undergraduate students	18	18	21

BENEFITS | C

EDUCATIONAL ACHIEVEMENT (30%)	*Florida 2000*	*Florida 2002*	*Top States 2002*
Population aged 25 to 65 with bachelor's degree or higher	24%	27%	35%
ECONOMIC BENEFITS (25%)			
Increase in total personal income as a result of the percentage of the population holding a bachelor's degree	6%	7%	12%
Increase in total personal income as a result of the percentage of the population with some college (including an associate's degree), but not a bachelor's degree	–	3%	4%
CIVIC BENEFITS (25%)			
Residents voting in 1998 and 2000 national elections	45%	45%	60%
Of those who itemize on federal income taxes, the percentage declaring charitable gifts	87%	86%	92%
ADULT SKILL LEVELS (20%)			
Adults demonstrating high-level literacy skills:			
quantitative	21%	21%	28%
prose	18%	18%	28%
document	16%	16%	26%

LEARNING | I

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*Data from *Measuring Up 2000* were used because updated state information was not available.

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GEORGIA

PREPARATION | C–

HIGH SCHOOL COMPLETION (20%)	*Georgia 2000*	*Georgia 2002*	*Top States 2002*
18- to 24-year-olds with a high school credential	85%	84%	94%
K–12 COURSE TAKING (40%)			
9th to 12th graders taking at least one upper-level math course	n/a	n/a	57%
9th to 12th graders taking at least one upper-level science course	n/a	n/a	39%
8th grade students taking Algebra	n/a	n/a	30%
12th graders taking at least one upper-level math course	–	n/a	56%
K–12 STUDENT ACHIEVEMENT (40%)			
8th graders scoring at or above "proficient" on the national assessment exam:			
in math	16%	19%	34%
in reading	25%	25%	38%
in science	–	23%	42%
in writing	23%	23%	31%
Low-income 8th graders scoring at or above "proficient" on the national assessment exam in math	3%	5%	21%
Number of scores in the top 20% nationally on SAT/ACT college entrance exam per 1,000 high school graduates	104	117	201
Number of scores that are 3 or higher on an Advanced Placement subject test per 1,000 high school juniors and seniors	86	115	197

Performance Gaps: In Georgia, 98% of 18- to 24-year-olds from high-income families have a high school credential, compared to 61% of those from low-income families. Of 18- to 24-year-olds whose parents have some college education, 97% have a high school credential, compared to 66% of those whose parents did not attend college. ***Gaps in Data:*** The data marked n/a are not available because Georgia declined to participate in the survey.

PARTICIPATION | F

YOUNG ADULTS (60%)	*Georgia 2000*	*Georgia 2002*	*Top States 2002*
High school freshmen enrolling in college within 4 years in any state	31%	31%	54%
18- to 24-year-olds enrolling in college	26%	24%	41%
WORKING-AGE ADULTS (40%)			
25- to 49-year-olds enrolled part-time in some type of postsecondary education†	1.8%	2.1%	5.4%

†*Data for Measuring Up 2000 are for 25- to 44-year olds.*

AFFORDABILITY | D

FAMILY ABILITY TO PAY (50%)	*Georgia 2000*	*Georgia 2002*	*Top States 2002*
Percent of income (average of all income groups) needed to pay for college expenses minus financial aid:			
at community colleges	23%	18%	16%
at public 4-year colleges/universities	24%	18%	18%
at private 4-year colleges/universities	56%	55%	32%
STRATEGIES FOR AFFORDABILITY (40%)			
State grant aid targeted to low-income families as a percent of federal Pell Grant aid to low-income families	0%	0%	108%
Share of income that poorest families need to pay for tuition at lowest priced colleges	12%	11%	8%
RELIANCE ON LOANS (10%)			
Average loan amount that undergraduate students borrow each year‡	$3,857	$3,346	$2,928

‡*Data for Measuring Up 2000 include all students, not just undergraduates.*

Note: *In the Affordability category, the lower the figures the better the performance for all indicators except for "State grant aid . . . as a percent of federal Pell Grant aid."*

INCOME GROUPS USED TO CALCULATE 2002 FAMILY ABILITY TO PAY

Percent of family income needed to pay for college expenses minus financial aid:	at community colleges	at public 4-year colleges/universities	at private 4-year colleges/universities
for 20% of the population with the lowest income	41%	43%	136%
for 20% of the population with lower-middle income	21%	21%	62%
for 20% of the population with middle income	14%	13%	37%
for 20% of the population with upper-middle income	9%	9%	25%
for 20% of the population with the highest income	6%	6%	16%

Note: Data are from 2000-01.

COMPLETION | B

PERSISTENCE (20%)	*Georgia 2000*	*Georgia 2002*	*Top States 2002*
1st year community college students returning their 2nd year	53%	55%	63%
Freshmen at 4-year colleges/universities returning their sophomore year	74%	73%	83%
COMPLETION (80%)			
First-time, full-time students completing a bachelor's degree within 5 years of high school completion	46%	42%	66%
First-time, full-time students completing a bachelor's degree within 6 years of college entrance	–	40%	61%
Certificates, degrees and diplomas awarded at all colleges and universities per 100 undergraduate students	17	19	21

BENEFITS | D+

EDUCATIONAL ACHIEVEMENT (30%)	*Georgia 2000*	*Georgia 2002*	*Top States 2002*
Population aged 25 to 65 with bachelor's degree or higher	26%	25%	35%
ECONOMIC BENEFITS (25%)			
Increase in total personal income as a result of the percentage of the population holding a bachelor's degree	8%	7%	12%
Increase in total personal income as a result of the percentage of the population with some college (including an associate's degree), but not a bachelor's degree	–	2%	4%
CIVIC BENEFITS (25%)			
Residents voting in 1998 and 2000 national elections	44%	43%	60%
Of those who itemize on federal income taxes, the percentage declaring charitable gifts	89%	89%	92%
ADULT SKILL LEVELS (20%)			
Adults demonstrating high-level literacy skills:			
quantitative	14%	14%	28%
prose	13%	13%	28%
document	11%	11%	26%

LEARNING | I

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*Data from *Measuring Up 2000* were used because updated state information was not available.

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HAWAII

PREPARATION C–

HIGH SCHOOL COMPLETION (20%)	Hawaii 2000	Hawaii 2002	Top States 2002
18- to 24-year-olds with a high school credential	93%	92%	94%
K–12 COURSE TAKING (40%)			
9th to 12th graders taking at least one upper-level math course	n/a	n/a	57%
9th to 12th graders taking at least one upper-level science course	n/a	n/a	39%
8th grade students taking Algebra	n/a	n/a	30%
12th graders taking at least one upper-level math course	–	n/a	56%
K–12 STUDENT ACHIEVEMENT (40%)			
8th graders scoring at or above "proficient" on the national assessment exam:			
in math	16%	16%	34%
in reading	19%	19%	38%
in science	–	15%	42%
in writing	15%	15%	31%
Low-income 8th graders scoring at or above "proficient" on the national assessment exam in math	7%	8%	21%
Number of scores in the top 20% nationally on SAT/ACT college entrance exam per 1,000 high school graduates	126	135	201
Number of scores that are 3 or higher on an Advanced Placement subject test per 1,000 high school juniors and seniors	106	122	197

Gaps in Data: The data marked n/a are not available because Hawaii declined to participate in the survey.

PARTICIPATION B–

YOUNG ADULTS (60%)	Hawaii 2000	Hawaii 2002	Top States 2002
High school freshmen enrolling in college within 4 years in any state	46%	37%	54%
18- to 24-year-olds enrolling in college	37%	42%	41%
WORKING-AGE ADULTS (40%)			
25- to 49-year-olds enrolled part-time in some type of postsecondary education†	3.3%	3.6%	5.4%

†*Data for Measuring Up 2000 are for 25- to 44-year olds.*

Note: In 1998, 30% of students going on to college enrolled out of state.

AFFORDABILITY D

FAMILY ABILITY TO PAY (50%)	Hawaii 2000	Hawaii 2002	Top States 2002
Percent of income (average of all income groups) needed to pay for college expenses minus financial aid:			
at community colleges	22%	19%	16%
at public 4-year colleges/universities	28%	24%	18%
at private 4-year colleges/universities	50%	46%	32%
STRATEGIES FOR AFFORDABILITY (40%)			
State grant aid targeted to low-income families as a percent of federal Pell Grant aid to low-income families	2%	2%	108%
Share of income that poorest families need to pay for tuition at lowest priced colleges	10%	9%	8%
RELIANCE ON LOANS (10%)			
Average loan amount that undergraduate students borrow each year‡	$3,613	$3,474	$2,928

‡*Data for Measuring Up 2000 include all students, not just undergraduates.*

Note: In the Affordability category, the lower the figures the better the performance for all indicators except for "State grant aid . . . as a percent of federal Pell Grant aid."

Note: Hawaii provides tuition waivers rather than state grant aid to students with financial need.

INCOME GROUPS USED TO CALCULATE 2002 FAMILY ABILITY TO PAY

Percent of family income needed to pay for college expenses minus financial aid:	at community colleges	at public 4-year colleges/universities	at private 4-year colleges/universities
for 20% of the population with the lowest income	49%	60%	118%
for 20% of the population with lower-middle income	21%	26%	49%
for 20% of the population with middle income	13%	17%	31%
for 20% of the population with upper-middle income	9%	11%	20%
for 20% of the population with the highest income	5%	7%	12%

Note: Data are from 2000-01.

COMPLETION | C

PERSISTENCE (20%)	***Hawaii 2000***	***Hawaii 2002***	***Top States 2002***
1st year community college students returning their 2nd year	40%	44%	63%
Freshmen at 4-year colleges/universities returning their sophomore year	76%	73%	83%
COMPLETION (80%)			
First-time, full-time students completing a bachelor's degree within 5 years of high school completion	42%	37%	66%
First-time, full-time students completing a bachelor's degree within 6 years of college entrance	–	48%	61%
Certificates, degrees and diplomas awarded at all colleges and universities per 100 undergraduate students	16	16	21

BENEFITS | B–

EDUCATIONAL ACHIEVEMENT (30%)	***Hawaii 2000***	***Hawaii 2002***	***Top States 2002***
Population aged 25 to 65 with bachelor's degree or higher	26%	29%	35%
ECONOMIC BENEFITS (25%)			
Increase in total personal income as a result of the percentage of the population holding a bachelor's degree	7%	9%	12%
Increase in total personal income as a result of the percentage of the population with some college (including an associate's degree), but not a bachelor's degree	–	2%	4%
CIVIC BENEFITS (25%)			
Residents voting in 1998 and 2000 national elections	46%	44%	60%
Of those who itemize on federal income taxes, the percentage declaring charitable gifts	89%	90%	92%
ADULT SKILL LEVELS (20%)			
Adults demonstrating high-level literacy skills:			
quantitative	n/a	n/a	28%
prose	n/a	n/a	28%
document	n/a	n/a	26%

Gaps in Data: The data marked n/a are not available because Hawaii declined to participate in the survey.

LEARNING | I

Indicators in italics are new for 2002.

*Data from *Measuring Up 2000* were used because updated state information was not available.

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IDAHO

PREPARATION C–

HIGH SCHOOL COMPLETION (20%)	Idaho 2000	Idaho 2002	Top States 2002
18- to 24-year-olds with a high school credential	86%	87%	94%
K–12 COURSE TAKING (40%)			
9th to 12th graders taking at least one upper-level math course	41%	41%	57%
9th to 12th graders taking at least one upper-level science course	16%	17%	39%
8th grade students taking Algebra	19%	20%	30%
12th graders taking at least one upper-level math course	–	26%	56%
K–12 STUDENT ACHIEVEMENT (40%)			
8th graders scoring at or above "proficient" on the national assessment exam:			
in math	n/a	27%	34%
in reading	n/a	n/a	38%
in science	–	38%	42%
in writing	n/a	n/a	31%
Low-income 8th graders scoring at or above "proficient" on the national assessment exam in math	n/a	17%	21%
Number of scores in the top 20% nationally on SAT/ACT college entrance exam per 1,000 high school graduates	152	162	201
Number of scores that are 3 or higher on an Advanced Placement subject test per 1,000 high school juniors and seniors	45	62	197

Change over Time: In Idaho from 1999 to 1999, the proportion of 18- to 24-year-olds with a high school credential increased from 85% to 87%. *Gaps in Data:* The data marked n/a are not available because Idaho declined to participate in the survey.

PARTICIPATION C–

YOUNG ADULTS (60%)	Idaho 2000	Idaho 2002	Top States 2002
High school freshmen enrolling in college within 4 years in any state	37%	37%	54%
18- to 24-year-olds enrolling in college	27%	32%	41%
WORKING-AGE ADULTS (40%)			
25- to 49-year-olds enrolled part-time in some type of postsecondary education†	2.7%	3.0%	5.4%

†*Data for Measuring Up 2000 are for 25- to 44-year olds.*

Change over Time: In Idaho from 1999 to 1999, the proportion of 18- to 24-year-olds enrolled in college increased from 25% to 32%—the fifth highest increase compared to other states.

AFFORDABILITY D+

FAMILY ABILITY TO PAY (50%)	Idaho 2000	Idaho 2002	Top States 2002
Percent of income (average of all income groups) needed to pay for college expenses minus financial aid:			
at community colleges	19%	17%	16%
at public 4-year colleges/universities	22%	20%	18%
at private 4-year colleges/universities	53%	39%	32%
STRATEGIES FOR AFFORDABILITY (40%)			
State grant aid targeted to low-income families as a percent of federal Pell Grant aid to low-income families	2%	2%	108%
Share of income that poorest families need to pay for tuition at lowest priced colleges	11%	11%	8%
RELIANCE ON LOANS (10%)			
Average loan amount that undergraduate students borrow each year‡	$3,094	$3,172	$2,928

‡*Data for Measuring Up 2000 include all students, not just undergraduates.*

Note: In the Affordability category, the lower the figures the better the performance for all indicators except for "State grant aid . . . as a percent of federal Pell Grant aid."

INCOME GROUPS USED TO CALCULATE 2002 FAMILY ABILITY TO PAY

Percent of family income needed to pay for college expenses minus financial aid:	at community colleges	at public 4-year colleges/universities	at private 4-year colleges/universities
for 20% of the population with the lowest income	37%	41%	75%
for 20% of the population with lower-middle income	20%	23%	46%
for 20% of the population with middle income	14%	16%	35%
for 20% of the population with upper-middle income	10%	12%	26%
for 20% of the population with the highest income	6%	7%	17%

Note: Data are from 2000-01.

COMPLETION | B-

PERSISTENCE (20%)	*Idaho 2000*	*Idaho 2002*	*Top States 2002*
1st year community college students returning their 2nd year	n/a	n/a	63%
Freshmen at 4-year colleges/universities returning their sophomore year	62%	67%	83%
COMPLETION (80%)			
First-time, full-time students completing a bachelor's degree within 5 years of high school completion	29%	31%	66%
First-time, full-time students completing a bachelor's degree within 6 years of college entrance	–	43%	61%
Certificates, degrees and diplomas awarded at all colleges and universities per 100 undergraduate students	18	19	21

Gaps in Data: The data marked n/a are not available because the sample size for Idaho was too small.

BENEFITS | C

EDUCATIONAL ACHIEVEMENT (30%)	*Idaho 2000*	*Idaho 2002*	*Top States 2002*
Population aged 25 to 65 with bachelor's degree or higher	21%	23%	35%
ECONOMIC BENEFITS (25%)			
Increase in total personal income as a result of the percentage of the population holding a bachelor's degree	7%	6%	12%
Increase in total personal income as a result of the percentage of the population with some college (including an associate's degree), but not a bachelor's degree	–	2%	4%
CIVIC BENEFITS (25%)			
Residents voting in 1998 and 2000 national elections	53%	50%	60%
Of those who itemize on federal income taxes, the percentage declaring charitable gifts	83%	83%	92%
ADULT SKILL LEVELS (20%)			
Adults demonstrating high-level literacy skills:			
quantitative	24%	24%	28%
prose	28%	28%	28%
document	23%	23%	26%

LEARNING | I

Indicators in italics are new for 2002.

*Data from *Measuring Up 2000* were used because updated state information was not available.

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ILLINOIS

PREPARATION B+

HIGH SCHOOL COMPLETION (20%)	*Illinois 2000*	*Illinois 2002*	*Top States 2002*
18- to 24-year-olds with a high school credential	87%	87%	94%
K–12 COURSE TAKING (40%)			
9th to 12th graders taking at least one upper-level math course	n/a	n/a	57%
9th to 12th graders taking at least one upper-level science course	n/a	n/a	39%
8th grade students taking Algebra	n/a	n/a	30%
12th graders taking at least one upper-level math course	–	n/a	56%
K–12 STUDENT ACHIEVEMENT (40%)			
8th graders scoring at or above "proficient" on the national assessment exam:			
in math	n/a	27%	34%
in reading	n/a	n/a	38%
in science	–	30%	42%
in writing	n/a	n/a	31%
Low-income 8th graders scoring at or above "proficient" on the national assessment exam in math	n/a	12%	21%
Number of scores in the top 20% nationally on SAT/ACT college entrance exam per 1,000 high school graduates	207	218	201
Number of scores that are 3 or higher on an Advanced Placement subject test per 1,000 high school juniors and seniors	103	125	197

Gaps in Data: The data marked n/a are not available because Illinois declined to participate in the surveys.

PARTICIPATION A

YOUNG ADULTS (60%)	*Illinois 2000*	*Illinois 2002*	*Top States 2002*
High school freshmen enrolling in college within 4 years in any state	49%	48%	54%
18- to 24-year-olds enrolling in college	35%	33%	41%
WORKING-AGE ADULTS (40%)			
25- to 49-year-olds enrolled part-time in some type of postsecondary education†	4.7%	4.9%	5.4%

†*Data for Measuring Up 2000 are for 25- to 44-year olds.*

Performance Gaps: In Illinois, 40% of white 18- to 24-year-olds enroll in college, compared to 21% for all other races.

AFFORDABILITY B

FAMILY ABILITY TO PAY (50%)	*Illinois 2000*	*Illinois 2002*	*Top States 2002*
Percent of income (average of all income groups) needed to pay for college expenses minus financial aid:			
at community colleges	21%	19%	16%
at public 4-year colleges/universities	24%	23%	18%
at private 4-year colleges/universities	52%	51%	32%
STRATEGIES FOR AFFORDABILITY (40%)			
State grant aid targeted to low-income families as a percent of federal Pell Grant aid to low-income families	124%	132%	108%
Share of income that poorest families need to pay for tuition at lowest priced colleges	12%	12%	8%
RELIANCE ON LOANS (10%)			
Average loan amount that undergraduate students borrow each year‡	$4,171	$3,379	$2,928

‡*Data for Measuring Up 2000 include all students, not just undergraduates.*

Note: In the Affordability category, the lower the figures the better the performance for all indicators except for "State grant aid . . . as a percent of federal Pell Grant aid."

INCOME GROUPS USED TO CALCULATE 2002 FAMILY ABILITY TO PAY

Percent of family income needed to pay for college expenses minus financial aid:	at community colleges	at public 4-year colleges/universities	at private 4-year colleges/universities
for 20% of the population with the lowest income	44%	54%	130%
for 20% of the population with lower-middle income	21%	25%	56%
for 20% of the population with middle income	13%	17%	33%
for 20% of the population with upper-middle income	9%	12%	23%
for 20% of the population with the highest income	6%	7%	15%

Note: Data are from 2000-01.

COMPLETION | B-

PERSISTENCE (20%)	*Illinois 2000*	*Illinois 2002*	*Top States 2002*
1st year community college students returning their 2nd year	53%	52%	63%
Freshmen at 4-year colleges/universities returning their sophomore year	78%	76%	83%
COMPLETION (80%)			
First-time, full-time students completing a bachelor's degree within 5 years of high school completion	55%	53%	66%
First-time, full-time students completing a bachelor's degree within 6 years of college entrance	–	55%	61%
Certificates, degrees and diplomas awarded at all colleges and universities per 100 undergraduate students	15	16	21

Performance Gaps: For every 100 Hispanic students enrolled in college in Illinois, 10 receive a degree or certificate. In comparison, for every 100 white students enrolled, 16 receive a degree or certificate.

BENEFITS | B-

EDUCATIONAL ACHIEVEMENT (30%)	*Illinois 2000*	*Illinois 2002*	*Top States 2002*
Population aged 25 to 65 with bachelor's degree or higher	28%	28%	35%
ECONOMIC BENEFITS (25%)			
Increase in total personal income as a result of the percentage of the population holding a bachelor's degree	8%	9%	12%
Increase in total personal income as a result of the percentage of the population with some college (including an associate's degree), but not a bachelor's degree	–	2%	4%
CIVIC BENEFITS (25%)			
Residents voting in 1998 and 2000 national elections	50%	51%	60%
Of those who itemize on federal income taxes, the percentage declaring charitable gifts	90%	89%	92%
ADULT SKILL LEVELS (20%)			
Adults demonstrating high-level literacy skills:			
quantitative	24%	24%	28%
prose	22%	22%	28%
document	20%	20%	26%

LEARNING | I

Indicators in italics are new for 2002.

*Data from *Measuring Up 2000* were used because updated state information was not available.

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INDIANA

PREPARATION C-

HIGH SCHOOL COMPLETION (20%)	Indiana 2000	Indiana 2002	Top States 2002
18- to 24-year-olds with a high school credential	89%	89%	94%
K–12 COURSE TAKING (40%)			
9th to 12th graders taking at least one upper-level math course	45%	44%	57%
9th to 12th graders taking at least one upper-level science course	31%	30%	39%
8th grade students taking Algebra	8%	11%	30%
12th graders taking at least one upper-level math course	–	29%	56%
K–12 STUDENT ACHIEVEMENT (40%)			
8th graders scoring at or above "proficient" on the national assessment exam:			
in math	24%	31%	34%
in reading	n/a	n/a	38%
in science	–	35%	42%
in writing	n/a	n/a	31%
Low-income 8th graders scoring at or above "proficient" on the national assessment exam in math	8%	13%	21%
Number of scores in the top 20% nationally on SAT/ACT college entrance exam per 1,000 high school graduates	123	128	201
Number of scores that are 3 or higher on an Advanced Placement subject test per 1,000 high school juniors and seniors	45	60	197

Gaps in Data: The data marked n/a are not available because Indiana declined to participate in the assessments.

PARTICIPATION C+

YOUNG ADULTS (60%)	Indiana 2000	Indiana 2002	Top States 2002
High school freshmen enrolling in college within 4 years in any state	41%	43%	54%
18- to 24-year-olds enrolling in college	33%	35%	41%
WORKING-AGE ADULTS (40%)			
25- to 49-year-olds enrolled part-time in some type of postsecondary education†	2.6%	2.9%	5.4%

†*Data for Measuring Up 2000 are for 25- to 44-year olds.*

Change over Time: In Indiana from 1989 to 1999, the proportion of 18- to 24-year-olds enrolled in college increased from 24% to 35%—the fourth highest increase compared to other states.

AFFORDABILITY D+

FAMILY ABILITY TO PAY (50%)	Indiana 2000	Indiana 2002	Top States 2002
Percent of income (average of all income groups) needed to pay for college expenses minus financial aid:			
at community colleges	23%	22%	16%
at public 4-year colleges/universities	26%	24%	18%
at private 4-year colleges/universities	53%	52%	32%
STRATEGIES FOR AFFORDABILITY (40%)			
State grant aid targeted to low-income families as a percent of federal Pell Grant aid to low-income families	77%	78%	108%
Share of income that poorest families need to pay for tuition at lowest priced colleges	18%	16%	8%
RELIANCE ON LOANS (10%)			
Average loan amount that undergraduate students borrow each year‡	$3,355	$3,155	$2,928

‡*Data for Measuring Up 2000 include all students, not just undergraduates.*

Note: In the Affordability category, the lower the figures the better the performance for all indicators except for "State grant aid . . . as a percent of federal Pell Grant aid."

INCOME GROUPS USED TO CALCULATE 2002 FAMILY ABILITY TO PAY

Percent of family income needed to pay for college expenses minus financial aid:	at community colleges	at public 4-year colleges/universities	at private 4-year colleges/universities
for 20% of the population with the lowest income	50%	55%	128%
for 20% of the population with lower-middle income	24%	26%	56%
for 20% of the population with middle income	16%	19%	35%
for 20% of the population with upper-middle income	12%	14%	25%
for 20% of the population with the highest income	7%	9%	17%

Note: Data are from 2000-01.

COMPLETION B–

PERSISTENCE (20%)	*Indiana 2000*	*Indiana 2002*	*Top States 2002*
1st year community college students returning their 2nd year	54%	46%	63%
Freshmen at 4-year colleges/universities returning their sophomore year	77%	77%	83%
COMPLETION (80%)			
First-time, full-time students completing a bachelor's degree within 5 years of high school completion	49%	47%	66%
First-time, full-time students completing a bachelor's degree within 6 years of college entrance	–	53%	61%
Certificates, degrees and diplomas awarded at all colleges and universities per 100 undergraduate students	17	18	21

BENEFITS C

EDUCATIONAL ACHIEVEMENT (30%)	*Indiana 2000*	*Indiana 2002*	*Top States 2002*
Population aged 25 to 65 with bachelor's degree or higher	22%	24%	35%
ECONOMIC BENEFITS (25%)			
Increase in total personal income as a result of the percentage of the population holding a bachelor's degree	7%	9%	12%
Increase in total personal income as a result of the percentage of the population with some college (including an associate's degree), but not a bachelor's degree	–	1%	4%
CIVIC BENEFITS (25%)			
Residents voting in 1998 and 2000 national elections	48%	49%	60%
Of those who itemize on federal income taxes, the percentage declaring charitable gifts	85%	83%	92%
ADULT SKILL LEVELS (20%)			
Adults demonstrating high-level literacy skills:			
quantitative	23%	23%	28%
prose	22%	22%	28%
document	20%	20%	26%

Change over Time: In Indiana from 1989 to 1999, the proportion of the population with a bachelor's degree increased from 17% to 24%.

LEARNING I

Indicators in italics are new for 2002.

*Data from *Measuring Up 2000* were used because updated state information was not available.

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IOWA

PREPARATION B

HIGH SCHOOL COMPLETION (20%)	*Iowa 2000*	*Iowa 2002*	*Top States 2002*
18- to 24-year-olds with a high school credential	88%	91%	94%
K–12 COURSE TAKING (40%)			
9th to 12th graders taking at least one upper-level math course	45%	45%	57%
9th to 12th graders taking at least one upper-level science course	35%	35%	39%
8th grade students taking Algebra	n/a	n/a	30%
12th graders taking at least one upper-level math course	–	n/a	56%
K–12 STUDENT ACHIEVEMENT (40%)			
8th graders scoring at or above "proficient" on the national assessment exam:			
in math	32%	32%*	34%
in reading	n/a	n/a	38%
in science	–	n/a	42%
in writing	n/a	n/a	31%
Low-income 8th graders scoring at or above "proficient" on the national assessment exam in math	n/a	n/a	21%
Number of scores in the top 20% nationally on SAT/ACT college entrance exam per 1,000 high school graduates	176	169	201
Number of scores that are 3 or higher on an Advanced Placement subject test per 1,000 high school juniors and seniors	38	45	197

Change over Time: In Iowa from 1990 to 2000, the proportion of high school students taking upper-level science courses increased from 23% to 35%. *Gaps in Data:* The data marked n/a are not available because Iowa declined to participate in the surveys, or it did not report the data by grade level.

PARTICIPATION B+

YOUNG ADULTS (60%)	*Iowa 2000*	*Iowa 2002*	*Top States 2002*
High school freshmen enrolling in college within 4 years in any state	54%	53%	54%
18- to 24-year-olds enrolling in college	34%	35%	41%
WORKING-AGE ADULTS (40%)			
25- to 49-year-olds enrolled part-time in some type of postsecondary education†	3.0%	3.2%	5.4%

†*Data for Measuring Up 2000 are for 25- to 44-year olds.*

AFFORDABILITY C

FAMILY ABILITY TO PAY (50%)	*Iowa 2000*	*Iowa 2002*	*Top States 2002*
Percent of income (average of all income groups) needed to pay for college expenses minus financial aid:			
at community colleges	20%	19%	16%
at public 4-year colleges/universities	19%	19%	18%
at private 4-year colleges/universities	49%	46%	32%
STRATEGIES FOR AFFORDABILITY (40%)			
State grant aid targeted to low-income families as a percent of federal Pell Grant aid to low-income families	60%	60%	108%
Share of income that poorest families need to pay for tuition at lowest priced colleges	16%	16%	8%
RELIANCE ON LOANS (10%)			
Average loan amount that undergraduate students borrow each year‡	$3,405	$2,933	$2,928

‡*Data for Measuring Up 2000 include all students, not just undergraduates.*

Note: In the Affordability category, the lower the figures the better the performance for all indicators except for "State grant aid . . . as a percent of federal Pell Grant aid."

INCOME GROUPS USED TO CALCULATE 2002 FAMILY ABILITY TO PAY

Percent of family income needed to pay for college expenses minus financial aid:	at community colleges	at public 4-year colleges/universities	at private 4-year colleges/universities
for 20% of the population with the lowest income	43%	42%	110%
for 20% of the population with lower-middle income	22%	22%	53%
for 20% of the population with middle income	15%	15%	31%
for 20% of the population with upper-middle income	10%	11%	22%
for 20% of the population with the highest income	6%	7%	15%

Note: Data are from 2000-01.

COMPLETION A

PERSISTENCE (20%)	*Iowa 2000*	*Iowa 2002*	*Top States 2002*
1st year community college students returning their 2nd year	49%	48%	63%
Freshmen at 4-year colleges/universities returning their sophomore year	82%	81%	83%
COMPLETION (80%)			
First-time, full-time students completing a bachelor's degree within 5 years of high school completion	58%	59%	66%
First-time, full-time students completing a bachelor's degree within 6 years of college entrance	–	61%	61%
Certificates, degrees and diplomas awarded at all colleges and universities per 100 undergraduate students	19	20	21

BENEFITS C+

EDUCATIONAL ACHIEVEMENT (30%)	*Iowa 2000*	*Iowa 2002*	*Top States 2002*
Population aged 25 to 65 with bachelor's degree or higher	25%	27%	35%
ECONOMIC BENEFITS (25%)			
Increase in total personal income as a result of the percentage of the population holding a bachelor's degree	6%	7%	12%
Increase in total personal income as a result of the percentage of the population with some college (including an associate's degree), but not a bachelor's degree	–	2%	4%
CIVIC BENEFITS (25%)			
Residents voting in 1998 and 2000 national elections	56%	58%	60%
Of those who itemize on federal income taxes, the percentage declaring charitable gifts	88%	87%	92%
ADULT SKILL LEVELS (20%)			
Adults demonstrating high-level literacy skills:			
quantitative	28%	28%	28%
prose	23%	23%	28%
document	21%	21%	26%

Change over Time: In Iowa from 1999 to 1999, the proportion of the population with a bachelor's degree increased from 20% to 27%.

LEARNING I

Indicators in italics are new for 2002.

*Data from *Measuring Up 2000* were used because updated state information was not available.

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KANSAS

PREPARATION B

HIGH SCHOOL COMPLETION (20%)	*Kansas 2000*	*Kansas 2002*	*Top States 2002*
18- to 24-year-olds with a high school credential	92%	90%	94%
K–12 COURSE TAKING (40%)			
9th to 12th graders taking at least one upper-level math course	n/a	n/a	57%
9th to 12th graders taking at least one upper-level science course	n/a	n/a	39%
8th grade students taking Algebra	n/a	n/a	30%
12th graders taking at least one upper-level math course	–	n/a	56%
K–12 STUDENT ACHIEVEMENT (40%)			
8th graders scoring at or above "proficient" on the national assessment exam:			
in math	n/a	34%	34%
in reading	35%	35%	38%
in science	–	n/a	42%
in writing	n/a	n/a	31%
Low-income 8th graders scoring at or above "proficient" on the national assessment exam in math	n/a	17%	21%
Number of scores in the top 20% nationally on SAT/ACT college entrance exam per 1,000 high school graduates	188	201	201
Number of scores that are 3 or higher on an Advanced Placement subject test per 1,000 high school juniors and seniors	33	45	197

Gaps in Data: The data marked n/a are not available because Kansas declined to participate in the surveys.

PARTICIPATION A–

YOUNG ADULTS (60%)	*Kansas 2000*	*Kansas 2002*	*Top States 2002*
High school freshmen enrolling in college within 4 years in any state	47%	45%	54%
18- to 24-year-olds enrolling in college	38%	39%	41%
WORKING-AGE ADULTS (40%)			
25- to 49-year-olds enrolled part-time in some type of postsecondary education†	4.7%	4.3%	5.4%

†*Data for Measuring Up 2000 are for 25- to 44-year olds.*

Performance Gaps: In Kansas, of 18- to 24-year-olds whose parents have some college education, 55% enroll in college, compared to 24% of those whose parents did not attend college.

AFFORDABILITY C–

FAMILY ABILITY TO PAY (50%)	*Kansas 2000*	*Kansas 2002*	*Top States 2002*
Percent of income (average of all income groups) needed to pay for college expenses minus financial aid:			
at community colleges	17%	17%	16%
at public 4-year colleges/universities	19%	19%	18%
at private 4-year colleges/universities	43%	41%	32%
STRATEGIES FOR AFFORDABILITY (40%)			
State grant aid targeted to low-income families as a percent of federal Pell Grant aid to low-income families	17%	17%	108%
Share of income that poorest families need to pay for tuition at lowest priced colleges	12%	12%	8%
RELIANCE ON LOANS (10%)			
Average loan amount that undergraduate students borrow each year‡	$3,391	$3,115	$2,928

‡*Data for Measuring Up 2000 include all students, not just undergraduates.*

Note: In the Affordability category, the lower the figures the better the performance for all indicators except for "State grant aid . . . as a percent of federal Pell Grant aid."

INCOME GROUPS USED TO CALCULATE 2002 FAMILY ABILITY TO PAY

Percent of family income needed to pay for college expenses minus financial aid:	at community colleges	at public 4-year colleges/universities	at private 4-year colleges/universities
for 20% of the population with the lowest income	39%	44%	98%
for 20% of the population with lower-middle income	19%	21%	46%
for 20% of the population with middle income	12%	14%	28%
for 20% of the population with upper-middle income	9%	10%	20%
for 20% of the population with the highest income	5%	6%	13%

Note: Data are from 2000-01.

COMPLETION B–

PERSISTENCE (20%)	*Kansas 2000*	*Kansas 2002*	*Top States 2002*
1st year community college students returning their 2nd year	54%	51%	63%
Freshmen at 4-year colleges/universities returning their sophomore year	70%	73%	83%
COMPLETION (80%)			
First-time, full-time students completing a bachelor's degree within 5 years of high school completion	46%	45%	66%
First-time, full-time students completing a bachelor's degree within 6 years of college entrance	–	47%	61%
Certificates, degrees and diplomas awarded at all colleges and universities per 100 undergraduate students	18	17	21

BENEFITS C+

EDUCATIONAL ACHIEVEMENT (30%)	*Kansas 2000*	*Kansas 2002*	*Top States 2002*
Population aged 25 to 65 with bachelor's degree or higher	30%	29%	35%
ECONOMIC BENEFITS (25%)			
Increase in total personal income as a result of the percentage of the population holding a bachelor's degree	9%	8%	12%
Increase in total personal income as a result of the percentage of the population with some college (including an associate's degree), but not a bachelor's degree	–	2%	4%
CIVIC BENEFITS (25%)			
Residents voting in 1998 and 2000 national elections	51%	50%	60%
Of those who itemize on federal income taxes, the percentage declaring charitable gifts	88%	87%	92%
ADULT SKILL LEVELS (20%)			
Adults demonstrating high-level literacy skills:			
quantitative	21%	21%	28%
prose	18%	18%	28%
document	16%	16%	26%

LEARNING I

Indicators in italics are new for 2002.

*Data from *Measuring Up 2000* were used because updated state information was not available.

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KENTUCKY

PREPARATION C–

HIGH SCHOOL COMPLETION (20%)	Kentucky 2000	Kentucky 2002	Top States 2002
18- to 24-year-olds with a high school credential	85%	86%	94%
K–12 COURSE TAKING (40%)			
9th to 12th graders taking at least one upper-level math course	50%	53%	57%
9th to 12th graders taking at least one upper-level science course	34%	29%	39%
8th grade students taking Algebra	17%	12%	30%
12th graders taking at least one upper-level math course	–	n/a	56%
K–12 STUDENT ACHIEVEMENT (40%)			
8th graders scoring at or above "proficient" on the national assessment exam:			
in math	16%	21%	34%
in reading	29%	29%	38%
in science	–	29%	42%
in writing	21%	21%	31%
Low-income 8th graders scoring at or above "proficient" on the national assessment exam in math	4%	8%	21%
Number of scores in the top 20% nationally on SAT/ACT college entrance exam per 1,000 high school graduates	130	137	201
Number of scores that are 3 or higher on an Advanced Placement subject test per 1,000 high school juniors and seniors	50	69	197

Change over Time: In Kentucky from 1990 to 2000, the proportion of high school students taking upper-level math courses increased from 35% to 53%. *Gaps in Data:* The data marked n/a are not available.

PARTICIPATION C–

YOUNG ADULTS (60%)	Kentucky 2000	Kentucky 2002	Top States 2002
High school freshmen enrolling in college within 4 years in any state	36%	37%	54%
18- to 24-year-olds enrolling in college	31%	33%	41%
WORKING-AGE ADULTS (40%)			
25- to 49-year-olds enrolled part-time in some type of postsecondary education†	2.4%	2.8%	5.4%

†*Data for Measuring Up 2000 are for 25- to 44-year olds.*

Change over Time: In Kentucky from 1989 to 1999, the proportion of 18- to 24-year-olds enrolled in college increased from 24% to 33%.

AFFORDABILITY C

FAMILY ABILITY TO PAY (50%)	Kentucky 2000	Kentucky 2002	Top States 2002
Percent of income (average of all income groups) needed to pay for college expenses minus financial aid:			
at community colleges	17%	17%	16%
at public 4-year colleges/universities	21%	19%	18%
at private 4-year colleges/universities	44%	40%	32%
STRATEGIES FOR AFFORDABILITY (40%)			
State grant aid targeted to low-income families as a percent of federal Pell Grant aid to low-income families	33%	37%	108%
Share of income that poorest families need to pay for tuition at lowest priced colleges	14%	13%	8%
RELIANCE ON LOANS (10%)			
Average loan amount that undergraduate students borrow each year‡	$3,327	$2,987	$2,928

‡*Data for Measuring Up 2000 include all students, not just undergraduates.*

Note: In the Affordability category, the lower the figures the better the performance for all indicators except for "State grant aid . . . as a percent of federal Pell Grant aid."

INCOME GROUPS USED TO CALCULATE 2002 FAMILY ABILITY TO PAY

Percent of family income needed to pay for college expenses minus financial aid:	at community colleges	at public 4-year colleges/universities	at private 4-year colleges/universities
for 20% of the population with the lowest income	40%	43%	102%
for 20% of the population with lower-middle income	20%	21%	44%
for 20% of the population with middle income	13%	15%	27%
for 20% of the population with upper-middle income	8%	10%	17%
for 20% of the population with the highest income	5%	6%	11%

Note: Data are from 2000-01.

COMPLETION | C

PERSISTENCE (20%)	*Kentucky 2000*	*Kentucky 2002*	*Top States 2002*
1st year community college students returning their 2nd year	57%	51%	63%
Freshmen at 4-year colleges/universities returning their sophomore year	70%	71%	83%
COMPLETION (60%)			
First-time, full-time students completing a bachelor's degree within 5 years of high school completion	37%	43%	66%
First-time, full-time students completing a bachelor's degree within 6 years of college entrance	–	38%	61%
Certificates, degrees and diplomas awarded at all colleges and universities per 100 undergraduate students	15	15	21

BENEFITS | C–

EDUCATIONAL ACHIEVEMENT (30%)	*Kentucky 2000*	*Kentucky 2002*	*Top States 2002*
Population aged 25 to 65 with bachelor's degree or higher	20%	22%	35%
ECONOMIC BENEFITS (25%)			
Increase in total personal income as a result of the percentage of the population holding a bachelor's degree	6%	7%	12%
Increase in total personal income as a result of the percentage of the population with some college (including an associate's degree), but not a bachelor's degree	–	3%	4%
CIVIC BENEFITS (25%)			
Residents voting in 1998 and 2000 national elections	49%	50%	60%
Of those who itemize on federal income taxes, the percentage declaring charitable gifts	87%	85%	92%
ADULT SKILL LEVELS (20%)			
Adults demonstrating high-level literacy skills:			
quantitative	n/a	n/a	28%
prose	n/a	n/a	28%
document	n/a	n/a	26%

Gaps in Data: The data marked n/a are not available because Kentucky declined to participate in the survey.

LEARNING | I

Indicators in italics are new for 2002.

*Data from *Measuring Up 2000* were used because updated state information was not available.

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LOUISIANA

PREPARATION | F

HIGH SCHOOL COMPLETION (20%)	*Louisiana 2000*	*Louisiana 2002*	*Top States 2002*
18- to 24-year-olds with a high school credential	82%	82%	94%
K–12 COURSE TAKING (40%)			
9th to 12th graders taking at least one upper-level math course	43%	46%	57%
9th to 12th graders taking at least one upper-level science course	21%	23%	39%
8th grade students taking Algebra	10%	6%	30%
12th graders taking at least one upper-level math course	–	n/a	56%
K–12 STUDENT ACHIEVEMENT (40%)			
8th graders scoring at or above "proficient" on the national assessment exam:			
in math	7%	12%	34%
in reading	18%	18%	38%
in science	–	18%	42%
in writing	12%	12%	31%
Low-income 8th graders scoring at or above "proficient" on the national assessment exam in math	3%	4%	21%
Number of scores in the top 20% nationally on SAT/ACT college entrance exam per 1,000 high school graduates	117	118	201
Number of scores that are 3 or higher on an Advanced Placement subject test per 1,000 high school juniors and seniors	26	33	197

Performance Gaps: In Louisiana, 91% of white 18- to 24-year-olds have a high school credential, compared to 68% for all other races. *Change over Time:* In Louisiana from 1989 to 1999, the proportion of 18- to 24-year-olds with a high school credential increased from 78% to 82%. *Gaps in Data:* The data marked n/a are not available.

PARTICIPATION | D

YOUNG ADULTS (60%)	*Louisiana 2000*	*Louisiana 2002*	*Top States 2002*
High school freshmen enrolling in college within 4 years in any state	31%	35%	54%
18- to 24-year-olds enrolling in college	32%	32%	41%
WORKING-AGE ADULTS (40%)			
25- to 49-year-olds enrolled part-time in some type of postsecondary education†	2.2%	2.3%	5.4%

†*Data for Measuring Up 2000 are for 25- to 44-year olds.*

Performance Gaps: In Louisiana, 40% of white 18- to 24-year-olds enroll in college, compared to 21% for all other races. Also, 53% of 18- to 24-year-olds from high-income families enroll in college, compared to 18% of those from low-income families. *Change over Time:* In Louisiana from 1989 to 1999, the proportion of 18- to 24-year-olds enrolled in college increased from 24% to 32%.

AFFORDABILITY | D

FAMILY ABILITY TO PAY (50%)	*Louisiana 2000*	*Louisiana 2002*	*Top States 2002*
Percent of income (average of all income groups) needed to pay for college expenses minus financial aid:			
at community colleges	18%	17%	16%
at public 4-year colleges/universities	24%	21%	18%
at private 4-year colleges/universities	79%	83%	32%
STRATEGIES FOR AFFORDABILITY (40%)			
State grant aid targeted to low-income families as a percent of federal Pell Grant aid to low-income families	1%	1%	108%
Share of income that poorest families need to pay for tuition at lowest priced colleges	13%	12%	8%
RELIANCE ON LOANS (10%)			
Average loan amount that undergraduate students borrow each year‡	$3,654	$3,208	$2,928

‡*Data for Measuring Up 2000 include all students, not just undergraduates.*

Note: In the Affordability category, the lower the figure the better the performance for all indicators except for "State grant aid . . . as a percent of federal Pell Grant aid."

INCOME GROUPS USED TO CALCULATE 2002 FAMILY ABILITY TO PAY

Percent of family income needed to pay for college expenses minus financial aid:	at community colleges	at public 4-year colleges/universities	at private 4-year colleges/universities
for 20% of the population with the lowest income	41%	52%	230%
for 20% of the population with lower-middle income	18%	23%	86%
for 20% of the population with middle income	12%	15%	49%
for 20% of the population with upper-middle income	8%	10%	31%
for 20% of the population with the highest income	5%	6%	19%

Note: Data are from 2000–01.

COMPLETION D+

	Louisiana 2000	*Louisiana 2002*	*Top States 2002*
PERSISTENCE (20%)			
1st year community college students returning their 2nd year	n/a	43%	63%
Freshmen at 4-year colleges/universities returning their sophomore year	69%	69%	83%
COMPLETION (80%)			
First-time, full-time students completing a bachelor's degree within 5 years of high school completion	28%	32%	66%
First-time, full-time students completing a bachelor's degree within 6 years of college entrance	–	34%	61%
Certificates, degrees and diplomas awarded at all colleges and universities per 100 undergraduate students	18	16	21

BENEFITS C–

	Louisiana 2000	*Louisiana 2002*	*Top States 2002*
EDUCATIONAL ACHIEVEMENT (30%)			
Population aged 25 to 65 with bachelor's degree or higher	20%	23%	35%
ECONOMIC BENEFITS (25%)			
Increase in total personal income as a result of the percentage of the population holding a bachelor's degree	7%	8%	12%
Increase in total personal income as a result of the percentage of the population with some college (including an associate's degree), but not a bachelor's degree	–	2%	4%
CIVIC BENEFITS (25%)			
Residents voting in 1998 and 2000 national elections	50%	52%	60%
Of those who itemize on federal income taxes, the percentage declaring charitable gifts	89%	87%	92%
ADULT SKILL LEVELS (20%)			
Adults demonstrating high-level literacy skills:			
quantitative	18%	18%	28%
prose	16%	16%	28%
document	13%	13%	26%

LEARNING I

Indicators in italics are new for 2002.

*Data from *Measuring Up 2000* were used because updated state information was not available.

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MAINE

PREPARATION B+

HIGH SCHOOL COMPLETION (20%)	Maine 2000	Maine 2002	Top States 2002
18- to 24-year-olds with a high school credential	92%	95%	94%
K–12 COURSE TAKING (40%)			
9th to 12th graders taking at least one upper-level math course	n/a	n/a	57%
9th to 12th graders taking at least one upper-level science course	n/a	n/a	39%
8th grade students taking Algebra	n/a	n/a	30%
12th graders taking at least one upper-level math course	—	n/a	56%
K–12 STUDENT ACHIEVEMENT (40%)			
8th graders scoring at or above "proficient" on the national assessment exam:			
in math	31%	32%	34%
in reading	42%	42%	38%
in science	–	37%	42%
in writing	32%	32%	31%
Low-income 8th graders scoring at or above "proficient" on the national assessment exam in math	19%	20%	21%
Number of scores in the top 20% nationally on SAT/ACT college entrance exam per 1,000 high school graduates	121	127	201
Number of scores that are 3 or higher on an Advanced Placement subject test per 1,000 high school juniors and seniors	79	101	197

Change over Time: In Maine from 1999 to 1999, the proportion of 18- to 24-year-olds with a high school credential increased from 88% to 95%—the third highest increase compared to other states.
Gaps in Data: The data marked n/a are not available because Maine declined to participate in the survey.

PARTICIPATION C+

YOUNG ADULTS (60%)	Maine 2000	Maine 2002	Top States 2002
High school freshmen enrolling in college within 4 years in any state	39%	43%	54%
18- to 24-year-olds enrolling in college	35%	28%	41%
WORKING-AGE ADULTS (40%)			
25- to 49-year-olds enrolled part-time in some type of postsecondary education†	3.6%	3.4%	5.4%

†*Data for Measuring Up 2000 are for 25- to 44-year olds.*

Note: In 1998, 43% of students going on to college enrolled out of state.

AFFORDABILITY F

FAMILY ABILITY TO PAY (50%)	Maine 2000	Maine 2002	Top States 2002
Percent of income (average of all income groups) needed to pay for college expenses minus financial aid:			
at community colleges	33%	23%	16%
at public 4-year colleges/universities	30%	25%	18%
at private 4-year colleges/universities	86%	63%	32%
STRATEGIES FOR AFFORDABILITY (40%)			
State grant aid targeted to low-income families as a percent of federal Pell Grant aid to low-income families	28%	40%	108%
Share of income that poorest families need to pay for tuition at lowest priced colleges	26%	21%	8%
RELIANCE ON LOANS (10%)			
Average loan amount that undergraduate students borrow each year‡	$3,617	$3,205	$2,928

‡*Data for Measuring Up 2000 exclude all students, not just undergraduates.*

Note: In the Affordability category, the lower the figures the better the performance for all indicators except for "State grant aid . . . as a percent of federal Pell Grant aid."

INCOME GROUPS USED TO CALCULATE 2002 FAMILY ABILITY TO PAY

Percent of family income needed to pay for college expenses minus financial aid:	at community colleges	at public 4-year colleges/universities	at private 4-year colleges/universities
for 20% of the population with the lowest income	52%	55%	152%
for 20% of the population with lower-middle income	26%	28%	70%
for 20% of the population with middle income	18%	20%	44%
for 20% of the population with upper-middle income	12%	14%	29%
for 20% of the population with the highest income	7%	9%	19%

Note: Data are from 2000-01.

COMPLETION B

	Maine 2000	*Maine 2002*	*Top States 2002*
PERSISTENCE (20%)			
1st year community college students returning their 2nd year	65%	63%	63%
Freshmen at 4-year colleges/universities returning their sophomore year	76%	76%	83%
COMPLETION (80%)			
First-time, full-time students completing a bachelor's degree within 5 years of high school completion	60%	56%	66%
First-time, full-time students completing a bachelor's degree within 6 years of college entrance	–	56%	61%
Certificates, degrees and diplomas awarded at all colleges and universities per 100 undergraduate students	17	16	21

BENEFITS D+

	Maine 2000	*Maine 2002*	*Top States 2002*
EDUCATIONAL ACHIEVEMENT (30%)			
Population aged 25 to 65 with bachelor's degree or higher	23%	22%	35%
ECONOMIC BENEFITS (25%)			
Increase in total personal income as a result of the percentage of the population holding a bachelor's degree	6%	6%	12%
Increase in total personal income as a result of the percentage of the population with some college (including an associate's degree), but not a bachelor's degree	–	1%	4%
CIVIC BENEFITS (25%)			
Residents voting in 1998 and 2000 national elections	58%	59%	60%
Of those who itemize on federal income taxes, the percentage declaring charitable gifts	87%	86%	92%
ADULT SKILL LEVELS (20%)			
Adults demonstrating high-level literacy skills:			
quantitative	n/a	n/a	28%
prose	n/a	n/a	28%
document	n/a	n/a	26%

Gaps in Data: The data marked n/a are not available because Maine declined to participate in the survey.

LEARNING I

Indicators in italics are new for 2002.

*Data from *Measuring Up 2000* were used because updated state information was not available.

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MARYLAND

PREPARATION B+

HIGH SCHOOL COMPLETION (20%)	Maryland 2000	Maryland 2002	Top States 2002
18- to 24-year-olds with a high school credential	94%	88%	94%
K–12 COURSE TAKING (40%)			
9th to 12th graders taking at least one upper-level math course	n/a	n/a	57%
9th to 12th graders taking at least one upper-level science course	n/a	n/a	39%
8th grade students taking Algebra	n/a	n/a	30%
12th graders taking at least one upper-level math course	–	n/a	56%
K–12 STUDENT ACHIEVEMENT (40%)			
8th graders scoring at or above "proficient" on the national assessment exam:			
in math	24%	29%	34%
in reading	31%	31%	36%
in science	–	28%	42%
in writing	23%	23%	31%
Low-income 8th graders scoring at or above "proficient" on the national assessment exam in math	6%	7%	21%
Number of scores in the top 20% nationally on SAT/ACT college entrance exam per 1,000 high school graduates	154	166	201
Number of scores that are 3 or higher on an Advanced Placement subject test per 1,000 high school juniors and seniors	154	197	197

Performance Gaps: In Maryland, 95% of 18- to 24-year-olds from high-income families have a high school credential, compared to 66% of those from low-income families. *Gaps in Data:* The data marked n/a are not available because Maryland declined to participate in the survey.

PARTICIPATION B+

YOUNG ADULTS (60%)	Maryland 2000	Maryland 2002	Top States 2002
High school freshmen enrolling in college within 4 years in any state	43%	41%	54%
18- to 24-year-olds enrolling in college	42%	35%	41%
WORKING-AGE ADULTS (40%)			
25- to 49-year-olds enrolled part-time in some type of postsecondary education†	4.6%	4.4%	5.4%

†*Data for Measuring Up 2000 are for 25- to 44-year olds.*

Note: In 1998, 36% of students going on to college enrolled out of state.

AFFORDABILITY D–

FAMILY ABILITY TO PAY (50%)	Maryland 2000	Maryland 2002	Top States 2002
Percent of income (average of all income groups) needed to pay for college expenses minus financial aid:			
at community colleges	26%	20%	16%
at public 4-year colleges/universities	28%	25%	18%
at private 4-year colleges/universities	60%	58%	32%
STRATEGIES FOR AFFORDABILITY (40%)			
State grant aid targeted to low-income families as a percent of federal Pell Grant aid to low-income families	40%	42%	108%
Share of income that poorest families need to pay for tuition at lowest priced colleges	17%	15%	8%
RELIANCE ON LOANS (10%)			
Average loan amount that undergraduate students borrow each year‡	$4,121	$3,703	$2,928

‡*Data for Measuring Up 2000 include all students, not just undergraduates.*

Note: In the Affordability category, the lower the figures the better the performance for all indicators except for "State grant aid . . . as a percent of federal Pell Grant aid."

INCOME GROUPS USED TO CALCULATE 2002 FAMILY ABILITY TO PAY

Percent of family income needed to pay for college expenses minus financial aid:	at community colleges	at public 4-year colleges/universities	at private 4-year colleges/universities
for 20% of the population with the lowest income	50%	60%	149%
for 20% of the population with lower-middle income	23%	27%	63%
for 20% of the population with middle income	14%	17%	36%
for 20% of the population with upper-middle income	10%	12%	25%
for 20% of the population with the highest income	6%	7%	16%

Note: Data are from 2000-01

COMPLETION B-*

PERSISTENCE (20%)	*Maryland 2000*	*Maryland 2002*	*Top States 2002*
1st year community college students returning their 2nd year	55%	58%	63%
Freshmen at 4-year colleges/universities returning their sophomore year	83%	83%	83%
COMPLETION (80%)			
First-time, full-time students completing a bachelor's degree within 5 years of high school completion	58%	58%	66%
First-time, full-time students completing a bachelor's degree within 6 years of college entrance	–	55%	61%
Certificates, degrees and diplomas awarded at all colleges and universities per 100 undergraduate students	14	14	21

BENEFITS A

EDUCATIONAL ACHIEVEMENT (30%)	*Maryland 2000*	*Maryland 2002*	*Top States 2002*
Population aged 25 to 65 with bachelor's degree or higher	37%	34%	35%
ECONOMIC BENEFITS (25%)			
Increase in total personal income as a result of the percentage of the population holding a bachelor's degree	14%	13%	12%
Increase in total personal income as a result of the percentage of the population with some college (including an associate's degree), but not a bachelor's degree	–	2%	4%
CIVIC BENEFITS (25%)			
Residents voting in 1998 and 2000 national elections	51%	52%	60%
Of those who itemize on federal income taxes, the percentage declaring charitable gifts	92%	91%	92%
ADULT SKILL LEVELS (20%)			
Adults demonstrating high-level literacy skills:			
quantitative	n/a	n/a	28%
prose	n/a	n/a	28%
document	n/a	n/a	26%

Gaps in Data: The data marked n/a are not available because Maryland declined to participate in the survey.

LEARNING I

Indicators in italics are new for 2002.

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MASSACHUSETTS

PREPARATION | A

HIGH SCHOOL COMPLETION (20%)	Massachusetts 2000	Massachusetts 2002	Top States 2002
18- to 24-year-olds with a high school credential	91%	91%	94%
K–12 COURSE TAKING (40%)			
9th to 12th graders taking at least one upper-level math course	59%	56%	57%
9th to 12th graders taking at least one upper-level science course	37%	39%	39%
8th grade students taking Algebra	33%	30%	30%
12th graders taking at least one upper-level math course	–	n/a	56%
K–12 STUDENT ACHIEVEMENT (40%)			
8th graders scoring at or above "proficient" on the national assessment exam:			
in math	28%	32%	34%
in reading	36%	36%	38%
in science	–	42%	42%
in writing	31%	31%	31%
Low-income 8th graders scoring at or above "proficient" on the national assessment exam in math	7%	11%	21%
Number of scores in the top 20% nationally on SAT/ACT college entrance exam per 1,000 high school graduates	180	193	201
Number of scores that are 3 or higher on an Advanced Placement subject test per 1,000 high school juniors and seniors	153	188	197

Guide to Data: The data marked n/a are not available.

PARTICIPATION | A

YOUNG ADULTS (60%)	Massachusetts 2000	Massachusetts 2002	Top States 2002
High school freshmen enrolling in college within 4 years in any state	54%	54%	54%
18- to 24-year-olds enrolling in college	38%	38%	41%
WORKING-AGE ADULTS (40%)			
25- to 49-year-olds enrolled part-time in some type of postsecondary education†	3.8%	4.4%	5.4%

†*Data for Measuring Up 2000 are for 25- to 44-year olds.*

Note: In 1998, 30% of students going on to college enrolled out of state.

AFFORDABILITY | D–

FAMILY ABILITY TO PAY (50%)	Massachusetts 2000	Massachusetts 2002	Top States 2002
Percent of income (average of all income groups) needed to pay for college expenses minus financial aid:			
at community colleges	21%	21%	16%
at public 4-year colleges/universities	27%	25%	18%
at private 4-year colleges/universities	79%	78%	32%
STRATEGIES FOR AFFORDABILITY (40%)			
State grant aid targeted to low-income families as a percent of federal Pell Grant aid to low-income families	72%	90%	108%
Share of income that poorest families need to pay for tuition at lowest priced colleges	19%	16%	8%
RELIANCE ON LOANS (10%)			
Average loan amount that undergraduate students borrow each year‡	$4,719	$3,819	$2,928

‡*Data for Measuring Up 2000 include all students, not just undergraduates.*

Note: In the Affordability category, the lower the figures the better the performance for all indicators except for "State grant aid . . . as a percent of federal Pell Grant aid."

INCOME GROUPS USED TO CALCULATE 2002 FAMILY ABILITY TO PAY

Percent of family income needed to pay for college expenses minus financial aid:	at community colleges	at public 4-year colleges/universities	at private 4-year colleges/universities
for 20% of the population with the lowest income	52%	61%	206%
for 20% of the population with lower-middle income	24%	28%	87%
for 20% of the population with middle income	14%	17%	47%
for 20% of the population with upper-middle income	9%	11%	30%
for 20% of the population with the highest income	5%	7%	19%

Note: Data are from 2000-01.

COMPLETION A–

PERSISTENCE (20%)	*Massachusetts 2000*	*Massachusetts 2002*	*Top States 2002*
1st year community college students returning their 2nd year	57%	58%	63%
Freshmen at 4-year colleges/universities returning their sophomore year	83%	84%	83%
COMPLETION (80%)			
First-time, full-time students completing a bachelor's degree within 5 years of high school completion	65%	66%	66%
First-time, full-time students completing a bachelor's degree within 6 years of college entrance	–	63%	61%
Certificates, degrees and diplomas awarded at all colleges and universities per 100 undergraduate students	18	17	21

BENEFITS A–

EDUCATIONAL ACHIEVEMENT (30%)	*Massachusetts 2000*	*Massachusetts 2002*	*Top States 2002*
Population aged 25 to 65 with bachelor's degree or higher	34%	36%	35%
ECONOMIC BENEFITS (25%)			
Increase in total personal income as a result of the percentage of the population holding a bachelor's degree	9%	10%	12%
Increase in total personal income as a result of the percentage of the population with some college (including an associate's degree), but not a bachelor's degree	–	2%	4%
CIVIC BENEFITS (25%)			
Residents voting in 1998 and 2000 national elections	51%	53%	60%
Of those who itemize on federal income taxes, the percentage declaring charitable gifts	92%	91%	92%
ADULT SKILL LEVELS (20%)			
Adults demonstrating high-level literacy skills:			
quantitative	20%	20%	28%
prose	22%	22%	28%
document	20%	20%	26%

LEARNING I

Indicators in italics are new for 2002.

*Data from *Measuring Up 2000* were used because updated state information was not available.

Need more information? For an explanation of grading see page 189. For source information about each indicator, see page 186. For more state information (State Context, Leading Indicators, Facts and Figures, etc.) or technical information, visit the Web site for *Measuring Up* at www.highereducation.org.

MICHIGAN

PREPARATION B

HIGH SCHOOL COMPLETION (20%)	Michigan 2000	Michigan 2002	Top States 2002
18- to 24-year-olds with a high school credential	91%	89%	94%
K–12 COURSE TAKING (40%)			
9th to 12th graders taking at least one upper-level math course	44%	44%*	57%
9th to 12th graders taking at least one upper-level science course	29%	29%*	39%
8th grade students taking Algebra	27%	27%*	30%
12th graders taking at least one upper-level math course	–	n/a	56%
K–12 STUDENT ACHIEVEMENT (40%)			
8th graders scoring at or above "proficient" on the national assessment exam:			
in math	28%	28%	34%
in reading	n/a	n/a	38%
in science	–	37%	42%
in writing	n/a	n/a	31%
Low-income 8th graders scoring at or above "proficient" on the national assessment exam in math	n/a	9%	21%
Number of scores in the top 20% nationally on SAT/ACT college entrance exam per 1,000 high school graduates	175	178	201
Number of scores that are 3 or higher on an Advanced Placement subject test per 1,000 high school juniors and seniors	74	93	197

Gaps in Data: The data marked n/a are not available because Michigan declined to participate in the surveys.

PARTICIPATION B+

YOUNG ADULTS (60%)	Michigan 2000	Michigan 2002	Top States 2002
High school freshmen enrolling in college within 4 years in any state	41%	42%	54%
18- to 24-year-olds enrolling in college	40%	39%	41%
WORKING-AGE ADULTS (40%)			
25- to 49-year-olds enrolled part-time in some type of postsecondary education†	4.4%	4.2%	5.4%

†*Data for Measuring Up 2000 are for 25- to 44-year olds.*

AFFORDABILITY D+

FAMILY ABILITY TO PAY (50%)	Michigan 2000	Michigan 2002	Top States 2002
Percent of income (average of all income groups) needed to pay for college expenses minus financial aid:			
at community colleges	23%	20%	16%
at public 4-year colleges/universities	28%	26%	18%
at private 4-year colleges/universities	42%	38%	32%
STRATEGIES FOR AFFORDABILITY (40%)			
State grant aid targeted to low-income families as a percent of federal Pell Grant aid to low-income families	50%	48%	108%
Share of income that poorest families need to pay for tuition at lowest priced colleges	14%	14%	8%
RELIANCE ON LOANS (10%)			
Average loan amount that undergraduate students borrow each year‡	$3,339	$3,011	$2,928

‡*Data for Measuring Up 2000 include all students, not just undergraduates.*

Note: In the Affordability category, the lower the figures the better the performance for all indicators except for "State grant aid . . . as a percent of federal Pell Grant aid."

INCOME GROUPS USED TO CALCULATE 2002 FAMILY ABILITY TO PAY

Percent of family income needed to pay for college expenses minus financial aid:	at community colleges	at public 4-year colleges/universities	at private 4-year colleges/universities
for 20% of the population with the lowest income	49%	63%	95%
for 20% of the population with lower-middle income	22%	28%	41%
for 20% of the population with middle income	13%	17%	25%
for 20% of the population with upper-middle income	9%	12%	17%
for 20% of the population with the highest income	6%	7%	11%

Note: Data are from 2000-01.

COMPLETION C

	Michigan 2000	*Michigan 2002*	*Top States 2002*
PERSISTENCE (20%)			
1st year community college students returning their 2nd year	50%	49%	63%
Freshmen at 4-year colleges/universities returning their sophomore year	77%	78%	83%
COMPLETION (80%)			
First-time, full-time students completing a bachelor's degree within 5 years of high school completion	51%	47%	66%
First-time, full-time students completing a bachelor's degree within 6 years of college entrance	–	55%	61%
Certificates, degrees and diplomas awarded at all colleges and universities per 100 undergraduate students	15	15	21

BENEFITS B+

	Michigan 2000	*Michigan 2002*	*Top States 2002*
EDUCATIONAL ACHIEVEMENT (30%)			
Population aged 25 to 65 with bachelor's degree or higher	24%	25%	35%
ECONOMIC BENEFITS (25%)			
Increase in total personal income as a result of the percentage of the population holding a bachelor's degree	11%	12%	12%
Increase in total personal income as a result of the percentage of the population with some college (including an associate's degree), but not a bachelor's degree	–	4%	4%
CIVIC BENEFITS (25%)			
Residents voting in 1998 and 2000 national elections	54%	55%	60%
Of those who itemize on federal income taxes, the percentage declaring charitable gifts	91%	89%	92%
ADULT SKILL LEVELS (20%)			
Adults demonstrating high-level literacy skills:			
quantitative	25%	25%	28%
prose	20%	20%	28%
document	16%	16%	26%

LEARNING I

Indicators in italics are new for 2002.

•Data from *Measuring Up 2000* were used because updated state information was not available.

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MINNESOTA

PREPARATION B–

HIGH SCHOOL COMPLETION (20%)	Minnesota 2000	Minnesota 2002	Top States 2002
18- to 24-year-olds with a high school credential	90%	92%	94%
K–12 COURSE TAKING (40%)			
9th to 12th graders taking at least one upper-level math course	38%	36%	57%
9th to 12th graders taking at least one upper-level science course	23%	22%	39%
8th grade students taking Algebra	12%	13%	30%
12th graders taking at least one upper-level math course	–	n/a	56%
K–12 STUDENT ACHIEVEMENT (40%)			
8th graders scoring at or above "proficient" on the national assessment exam:			
in math	35%	40%	34%
in reading	37%	37%	38%
in science	–	42%	42%
in writing	25%	25%	31%
Low-income 8th graders scoring at or above "proficient" on the national assessment exam in math	20%	27%	21%
Number of scores in the top 20% nationally on SAT/ACT college entrance exam per 1,000 high school graduates	189	192	201
Number of scores that are 3 or higher on an Advanced Placement subject test per 1,000 high school juniors and seniors	63	81	197

Performance Gaps: In Minnesota, 95% of white 18- to 24-year-olds have a high school credential, compared to 74% for all other races. *Gaps in Data:* The data marked n/a are not available.

PARTICIPATION C+

YOUNG ADULTS (60%)	Minnesota 2000	Minnesota 2002	Top States 2002
High school freshmen enrolling in college within 4 years in any state	46%	41%	54%
18- to 24-year-olds enrolling in college	36%	37%	41%
WORKING-AGE ADULTS (40%)			
25- to 49-year-olds enrolled part-time in some type of postsecondary education†	3.2%	3.1%	5.4%

†*Data for Measuring Up 2000 are for 25- to 44-year olds.*

AFFORDABILITY B

FAMILY ABILITY TO PAY (50%)	Minnesota 2000	Minnesota 2002	Top States 2002
Percent of income (average of all income groups) needed to pay for college expenses minus financial aid:			
at community colleges	19%	16%	16%
at public 4-year colleges/universities	20%	18%	18%
at private 4-year colleges/universities	52%	47%	32%
STRATEGIES FOR AFFORDABILITY (40%)			
State grant aid targeted to low-income families as a percent of federal Pell Grant aid to low-income families	109%	108%	108%
Share of income that poorest families need to pay for tuition at lowest priced colleges	19%	17%	8%
RELIANCE ON LOANS (10%)			
Average loan amount that undergraduate students borrow each year‡	$3,168	$3,011	$2,928

‡*Data for Measuring Up 2000 include all students, not just undergraduates.*

Note: In the Affordability category, the lower the figures the better the performance for all indicators except for "State grant aid . . . as a percent of federal Pell Grant aid."

INCOME GROUPS USED TO CALCULATE 2002 FAMILY ABILITY TO PAY

Percent of family income needed to pay for college expenses minus financial aid:	at community colleges	at public 4-year colleges/universities	at private 4-year colleges/universities
for 20% of the population with the lowest income	37%	39%	116%
for 20% of the population with lower-middle income	18%	19%	52%
for 20% of the population with middle income	12%	13%	31%
for 20% of the population with upper-middle income	9%	10%	22%
for 20% of the population with the highest income	5%	6%	15%

Note: Data are from 2000-01.

COMPLETION | B+

PERSISTENCE (20%)	*Minnesota 2000*	*Minnesota 2002*	*Top States 2002*
1st year community college students returning their 2nd year	58%	55%	63%
Freshmen at 4-year colleges/universities returning their sophomore year	80%	80%	83%
COMPLETION (60%)			
First-time, full-time students completing a bachelor's degree within 5 years of high school completion	50%	54%	66%
First-time, full-time students completing a bachelor's degree within 6 years of college entrance	–	52%	61%
Certificates, degrees and diplomas awarded at all colleges and universities per 100 undergraduate students	19	19	21

BENEFITS | A–

EDUCATIONAL ACHIEVEMENT (30%)	*Minnesota 2000*	*Minnesota 2002*	*Top States 2002*
Population aged 25 to 65 with bachelor's degree or higher	31%	32%	35%
ECONOMIC BENEFITS (25%)			
Increase in total personal income as a result of the percentage of the population holding a bachelor's degree	9%	10%	12%
Increase in total personal income as a result of the percentage of the population with some college (including an associate's degree), but not a bachelor's degree	–	2%	4%
CIVIC BENEFITS (25%)			
Residents voting in 1998 and 2000 national elections	66%	66%	60%
Of those who itemize on federal income taxes, the percentage declaring charitable gifts	92%	91%	92%
ADULT SKILL LEVELS (20%)			
Adults demonstrating high-level literacy skills:			
quantitative	n/a	n/a	28%
prose	n/a	n/a	28%
document	n/a	n/a	26%

Gaps in Data: The data marked n/a are not available because Minnesota declined to participate in the survey.

LEARNING | I

Indicators in italics are new for 2002.

*Data from *Measuring Up 2000* were used because updated state information was not available.

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MISSISSIPPI

PREPARATION | D

HIGH SCHOOL COMPLETION (20%)	Mississippi 2000	Mississippi 2002	Top States 2002
18- to 24-year-olds with a high school credential	83%	84%	94%
K–12 COURSE TAKING (40%)			
9th to 12th graders taking at least one upper-level math course	49%	55%	57%
9th to 12th graders taking at least one upper-level science course	41%	42%	39%
8th grade students taking Algebra	13%	14%	30%
12th graders taking at least one upper-level math course	–	n/a	56%
K–12 STUDENT ACHIEVEMENT (40%)			
8th graders scoring at or above "proficient" on the national assessment exam:			
in math	7%	8%	34%
in reading	19%	19%	38%
in science	–	15%	42%
in writing	11%	11%	31%
Low-income 8th graders scoring at or above "proficient" on the national assessment exam in math	2%	3%	21%
Number of scores in the top 20% nationally on SAT/ACT college entrance exam per 1,000 high school graduates	88	89	201
Number of scores that are 3 or higher on an Advanced Placement subject test per 1,000 high school juniors and seniors	26	27	197

Change over Time: In Mississippi from 1990 to 2000, the proportion of high school students taking upper-level math courses increased from 38% to 55%. *Gaps in Data:* The data marked n/a are not available.

PARTICIPATION | D

YOUNG ADULTS (60%)	Mississippi 2000	Mississippi 2002	Top States 2002
High school freshmen enrolling in college within 4 years in any state	36%	34%	54%
18- to 24-year-olds enrolling in college	32%	34%	41%
WORKING-AGE ADULTS (40%)			
25- to 49-year-olds enrolled part-time in some type of postsecondary education†	2.2%	2.4%	5.4%

†*Data for Measuring Up 2000 are for 25- to 44-year olds.*

Change over Time: In Mississippi from 1989 to 1999, the proportion of 18- to 24-year-olds enrolled in college increased from 22% to 34%—the third highest increase compared to other states.

AFFORDABILITY | D

FAMILY ABILITY TO PAY (50%)	Mississippi 2000	Mississippi 2002	Top States 2002
Percent of income (average of all income groups) needed to pay for college expenses minus financial aid:			
at community colleges	15%	19%	16%
at public 4-year colleges/universities	25%	22%	18%
at private 4-year colleges/universities	48%	43%	32%
STRATEGIES FOR AFFORDABILITY (40%)			
State grant aid targeted to low-income families as a percent of federal Pell Grant aid to low-income families	1%	1%	108%
Share of income that poorest families need to pay for tuition at lowest priced colleges	12%	12%	8%
RELIANCE ON LOANS (10%)			
Average loan amount that undergraduate students borrow each year‡	$3,237	$2,858	$2,928

‡*Data for Measuring Up 2000 include all students, not just undergraduates.*

Note: In the Affordability category, the lower the figures the better the performance for all indicators except for "State grant aid . . . as a percent of federal Pell Grant aid."

INCOME GROUPS USED TO CALCULATE 2002 FAMILY ABILITY TO PAY

Percent of family income needed to pay for college expenses minus financial aid:	at community colleges	at public 4-year colleges/universities	at private 4-year colleges/universities
for 20% of the population with the lowest income	43%	48%	103%
for 20% of the population with lower-middle income	23%	26%	49%
for 20% of the population with middle income	15%	18%	30%
for 20% of the population with upper-middle income	10%	12%	20%
for 20% of the population with the highest income	6%	7%	13%

Note: Data are from 2000-01.

COMPLETION | C+

	Mississippi 2000	*Mississippi 2002*	*Top States 2002*
PERSISTENCE (20%)			
1st year community college students returning their 2nd year	59%	58%	63%
Freshmen at 4-year colleges/universities returning their sophomore year	74%	74%	83%
COMPLETION (80%)			
First-time, full-time students completing a bachelor's degree within 5 years of high school completion	45%	44%	66%
First-time, full-time students completing a bachelor's degree within 6 years of college entrance	–	44%	61%
Certificates, degrees and diplomas awarded at all colleges and universities per 100 undergraduate students	16	17	21

BENEFITS | C

	Mississippi 2000	*Mississippi 2002*	*Top States 2002*
EDUCATIONAL ACHIEVEMENT (30%)			
Population aged 25 to 65 with bachelor's degree or higher	23%	22%	35%
ECONOMIC BENEFITS (25%)			
Increase in total personal income as a result of the percentage of the population holding a bachelor's degree	7%	7%	12%
Increase in total personal income as a result of the percentage of the population with some college (including an associate's degree), but not a bachelor's degree	–	3%	4%
CIVIC BENEFITS (25%)			
Residents voting in 1998 and 2000 national elections	48%	50%	60%
Of those who itemize on federal income taxes, the percentage declaring charitable gifts	89%	87%	92%
ADULT SKILL LEVELS (20%)			
Adults demonstrating high-level literacy skills:			
quantitative	n/a	n/a	28%
prose	n/a	n/a	28%
document	n/a	n/a	26%

Change over Time: In Mississippi from 1969 to 1999, the proportion of the population with a bachelor's degree increased from 15% to 22%—the second highest increase compared to other states.
Gaps in Data: The data marked n/a are not available because Mississippi declined to participate in the survey.

LEARNING | I

Indicators in italics are new for 2002.

*Data from *Measuring Up 2000* were used because updated state information was not available.

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MISSOURI

PREPARATION B–

HIGH SCHOOL COMPLETION (20%)	Missouri 2000	Missouri 2002	Top States 2002
18- to 24-year-olds with a high school credential	90%	93%	94%
K–12 COURSE TAKING (40%)			
9th to 12th graders taking at least one upper-level math course	49%	51%	57%
9th to 12th graders taking at least one upper-level science course	31%	31%	39%
8th grade students taking Algebra	19%	22%	30%
12th graders taking at least one upper-level math course	–	n/a	56%
K–12 STUDENT ACHIEVEMENT (40%)			
8th graders scoring at or above "proficient" on the national assessment exam:			
in math	22%	22%	34%
in reading	29%	29%	38%
in science	–	36%	42%
in writing	17%	17%	31%
Low-income 8th graders scoring at or above "proficient" on the national assessment exam in math	9%	9%	21%
Number of scores in the top 20% nationally on SAT/ACT college entrance exam per 1,000 high school graduates	175	175	201
Number of scores that are 3 or higher on an Advanced Placement subject test per 1,000 high school juniors and seniors	41	57	197

Change over Time: In Missouri from 1990 to 2000, the proportion of high school students taking upper-level math courses increased from 36% to 51%. *Gaps in Data:* The data marked n/a are not available.

PARTICIPATION C+

YOUNG ADULTS (60%)	Missouri 2000	Missouri 2002	Top States 2002
High school freshmen enrolling in college within 4 years in any state	36%	39%	54%
18- to 24-year-olds enrolling in college	30%	32%	41%
WORKING-AGE ADULTS (40%)			
25- to 49-year-olds enrolled part-time in some type of postsecondary education†	3.5%	3.7%	5.4%

†*Data for Measuring Up 2000 are for 25- to 44-year olds.*

Performance Gaps: In Missouri, of 18- to 24-year-olds whose parents have some college education, 55% enroll in college, compared to 19% of those whose parents did not attend college.

AFFORDABILITY D+

FAMILY ABILITY TO PAY (50%)	Missouri 2000	Missouri 2002	Top States 2002
Percent of income (average of all income groups) needed to pay for college expenses minus financial aid:			
at community colleges	23%	17%	16%
at public 4-year colleges/universities	24%	22%	18%
at private 4-year colleges/universities	50%	47%	32%
STRATEGIES FOR AFFORDABILITY (40%)			
State grant aid targeted to low-income families as a percent of federal Pell Grant aid to low-income families	15%	19%	108%
Share of income that poorest families need to pay for tuition at lowest priced colleges	13%	12%	8%
RELIANCE ON LOANS (10%)			
Average loan amount that undergraduate students borrow each year‡	$3,910	$3,206	$2,928

‡*Data for Measuring Up 2000 include all students, not just undergraduates.*

Note: In the Affordability category, the lower the figures the better the performance for all indicators except for "State grant aid . . . as a percent of federal Pell Grant aid."

INCOME GROUPS USED TO CALCULATE 2002 FAMILY ABILITY TO PAY

Percent of family income needed to pay for college expenses minus financial aid:	at community colleges	at public 4-year colleges/universities	at private 4-year colleges/universities
for 20% of the population with the lowest income	39%	50%	117%
for 20% of the population with lower-middle income	18%	23%	50%
for 20% of the population with middle income	12%	16%	31%
for 20% of the population with upper-middle income	9%	12%	22%
for 20% of the population with the highest income	6%	7%	15%

Note: Data are from 2000–01.

COMPLETION B–

PERSISTENCE (20%)	*Missouri 2000*	*Missouri 2002*	*Top States 2002*
1st year community college students returning their 2nd year	55%	54%	63%
Freshmen at 4-year colleges/universities returning their sophomore year	75%	75%	83%
COMPLETION (80%)			
First-time, full-time students completing a bachelor's degree within 5 years of high school completion	46%	48%	66%
First-time, full-time students completing a bachelor's degree within 6 years of college entrance	–	50%	61%
Certificates, degrees and diplomas awarded at all colleges and universities per 100 undergraduate students	17	17	21

BENEFITS D+

EDUCATIONAL ACHIEVEMENT (30%)	*Missouri 2000*	*Missouri 2002*	*Top States 2002*
Population aged 25 to 65 with bachelor's degree or higher	28%	28%	35%
ECONOMIC BENEFITS (25%)			
Increase in total personal income as a result of the percentage of the population holding a bachelor's degree	8%	6%	12%
Increase in total personal income as a result of the percentage of the population with some college (including an associate's degree), but not a bachelor's degree	–	0%	4%
CIVIC BENEFITS (25%)			
Residents voting in 1998 and 2000 national elections	53%	56%	60%
Of those who itemize on federal income taxes, the percentage declaring charitable gifts	86%	85%	92%
ADULT SKILL LEVELS (20%)			
Adults demonstrating high-level literacy skills:			
quantitative	18%	18%	28%
prose	16%	16%	28%
document	12%	12%	26%

LEARNING I

Indicators in italics are new for 2002.

*Data from *Measuring Up 2000* were used because updated state information was not available.

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MONTANA

PREPARATION A–

HIGH SCHOOL COMPLETION (20%)	Montana 2000	Montana 2002	Top States 2002
18- to 24-year-olds with a high school credential	91%	91%	94%
K–12 COURSE TAKING (40%)			
9th to 12th graders taking at least one upper-level math course	n/a	n/a	57%
9th to 12th graders taking at least one upper-level science course	n/a	n/a	39%
8th grade students taking Algebra	n/a	n/a	30%
12th graders taking at least one upper-level math course	–	n/a	56%
K–12 STUDENT ACHIEVEMENT (40%)			
8th graders scoring at or above "proficient" on the national assessment exam:			
in math	33%	37%	34%
in reading	38%	38%	38%
in science	–	46%	42%
in writing	25%	25%	31%
Low-income 8th graders scoring at or above "proficient" on the national assessment exam in math	n/a	25%	21%
Number of scores in the top 20% nationally on SAT/ACT college entrance exam per 1,000 high school graduates	172	170	201
Number of scores that are 3 or higher on an Advanced Placement subject test per 1,000 high school juniors and seniors	48	59	197

Gaps in Data: The data marked n/a are not available because Montana declined to participate in the survey.

PARTICIPATION D+

YOUNG ADULTS (60%)	Montana 2000	Montana 2002	Top States 2002
High school freshmen enrolling in college within 4 years in any state	46%	46%	54%
18- to 24-year-olds enrolling in college	35%	36%	41%
WORKING-AGE ADULTS (40%)			
25- to 49-year-olds enrolled part-time in some type of postsecondary education†	1.8%	1.5%	5.4%

†*Data for Measuring Up 2000 are for 25- to 44-year olds.*

AFFORDABILITY F

FAMILY ABILITY TO PAY (50%)	Montana 2000	Montana 2002	Top States 2002
Percent of income (average of all income groups) needed to pay for college expenses minus financial aid:			
at community colleges	23%	25%	16%
at public 4-year colleges/universities	28%	26%	18%
at private 4-year colleges/universities	49%	48%	32%
STRATEGIES FOR AFFORDABILITY (40%)			
State grant aid targeted to low-income families as a percent of federal Pell Grant aid to low-income families	1%	7%	108%
Share of income that poorest families need to pay for tuition at lowest priced colleges	20%	22%	8%
RELIANCE ON LOANS (10%)			
Average loan amount that undergraduate students borrow each year‡	$3,182	$3,161	$2,928

‡*Data for Measuring Up 2000 include all students, not just undergraduates.*

Note: In the Affordability category, the lower the figures the better the performance for all indicators except for "State grant aid . . . as a percent of federal Pell Grant aid."

INCOME GROUPS USED TO CALCULATE 2002 FAMILY ABILITY TO PAY

Percent of family income needed to pay for college expenses minus financial aid:	at community colleges	at public 4-year colleges/universities	at private 4-year colleges/universities
for 20% of the population with the lowest income	59%	59%	117%
for 20% of the population with lower-middle income	29%	30%	54%
for 20% of the population with middle income	18%	20%	33%
for 20% of the population with upper-middle income	13%	14%	22%
for 20% of the population with the highest income	8%	9%	15%

Note: Data are from 2000-01.

COMPLETION | C

PERSISTENCE (20%)	*Montana 2000*	*Montana 2002*	*Top States 2002*
1st year community college students returning their 2nd year	n/a	n/a	63%
Freshmen at 4-year colleges/universities returning their sophomore year	69%	67%	83%
COMPLETION (80%)			
First-time, full-time students completing a bachelor's degree within 5 years of high school completion	37%	37%	66%
First-time, full-time students completing a bachelor's degree within 6 years of college entrance	–	38%	61%
Certificates, degrees and diplomas awarded at all colleges and universities per 100 undergraduate students	16	18	21

Gaps in Data: The data marked n/a are not available.

BENEFITS | C

EDUCATIONAL ACHIEVEMENT (30%)	*Montana 2000*	*Montana 2002*	*Top States 2002*
Population aged 25 to 65 with bachelor's degree or higher	27%	27%	35%
ECONOMIC BENEFITS (25%)			
Increase in total personal income as a result of the percentage of the population holding a bachelor's degree	8%	8%	12%
Increase in total personal income as a result of the percentage of the population with some college (including an associate's degree), but not a bachelor's degree	–	1%	4%
CIVIC BENEFITS (25%)			
Residents voting in 1998 and 2000 national elections	60%	58%	60%
Of those who itemize on federal income taxes, the percentage declaring charitable gifts	84%	83%	92%
ADULT SKILL LEVELS (20%)			
Adults demonstrating high-level literacy skills:			
quantitative	n/a	n/a	28%
prose	n/a	n/a	28%
document	n/a	n/a	26%

Gaps in Data: The data marked n/a are not available because Montana declined to participate in the survey.

LEARNING | I

Indicators in italics are new for 2002.

*Data from *Measuring Up 2000* were used because updated state information was not available.

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NEBRASKA

PREPARATION | B

HIGH SCHOOL COMPLETION (20%)	Nebraska 2000	Nebraska 2002	Top States 2002
18- to 24-year-olds with a high school credential	91%	92%	94%
K–12 COURSE TAKING (40%)			
9th to 12th graders taking at least one upper-level math course	61%	60%	57%
9th to 12th graders taking at least one upper-level science course	33%	34%	39%
8th grade students taking Algebra	n/a	18%	30%
12th graders taking at least one upper-level math course	–	n/a	56%
K–12 STUDENT ACHIEVEMENT (40%)			
8th graders scoring at or above "proficient" on the national assessment exam:			
in math	31%	31%	34%
in reading	n/a	n/a	38%
in science	–	36%	42%
in writing	n/a	n/a	31%
Low-income 8th graders scoring at or above "proficient" on the national assessment exam in math	19%	15%	21%
Number of scores in the top 20% nationally on SAT/ACT college entrance exam per 1,000 high school graduates	189	180	201
Number of scores that are 3 or higher on an Advanced Placement subject test per 1,000 high school juniors and seniors	31	33	197

Change over Time: In Nebraska from 1990 to 2000, the proportion of high school students taking upper-level math courses increased from 56% to 60%—the second highest increase compared to other states. From 1990 to 2000, the proportion of high school students taking upper-level science courses increased from 16% to 34%—the second highest increase on this measure. ***Gaps in Data:*** The data marked n/a are not available because Nebraska declined to participate in the surveys, or it did not report the data by grade level.

PARTICIPATION | A

YOUNG ADULTS (60%)	Nebraska 2000	Nebraska 2002	Top States 2002
High school freshmen enrolling in college within 4 years in any state	51%	52%	54%
18- to 24-year-olds enrolling in college	40%	36%	41%
WORKING-AGE ADULTS (40%)			
25- to 49-year-olds enrolled part-time in some type of postsecondary education†	4.2%	4.4%	5.4%

†*Data for Measuring Up 2000 are for 25- to 44-year olds.*

AFFORDABILITY | D

FAMILY ABILITY TO PAY (50%)	Nebraska 2000	Nebraska 2002	Top States 2002
Percent of income (average of all income groups) needed to pay for college expenses minus financial aid:			
at community colleges	20%	18%	16%
at public 4-year colleges/universities	21%	22%	18%
at private 4-year colleges/universities	47%	46%	32%
STRATEGIES FOR AFFORDABILITY (40%)			
State grant aid targeted to low-income families as a percent of federal Pell Grant aid to low-income families	11%	13%	108%
Share of income that poorest families need to pay for tuition at lowest priced colleges	12%	12%	8%
RELIANCE ON LOANS (10%)			
Average loan amount that undergraduate students borrow each year‡	$3,505	$3,033	$2,928

‡*Data for Measuring Up 2000 include all students, not just undergraduates.*

Note: *In the Affordability category, the lower the figures the better the performance for all indicators except for "State grant aid . . . as a percent of federal Pell Grant aid."*

INCOME GROUPS USED TO CALCULATE 2002 FAMILY ABILITY TO PAY

Percent of family income needed to pay for college expenses minus financial aid:	at community colleges	at public 4-year colleges/universities	at private 4-year colleges/universities
for 20% of the population with the lowest income	43%	51%	114%
for 20% of the population with lower-middle income	21%	24%	51%
for 20% of the population with middle income	13%	16%	31%
for 20% of the population with upper-middle income	9%	11%	20%
for 20% of the population with the highest income	6%	7%	14%

Note: Data are from 2000–01.

COMPLETION | C+

PERSISTENCE (20%)	*Nebraska 2000*	*Nebraska 2002*	*Top States 2002*
1st year community college students returning their 2nd year	n/a	52%	63%
Freshmen at 4-year colleges/universities returning their sophomore year	74%	76%	83%
COMPLETION (80%)			
First-time, full-time students completing a bachelor's degree within 5 years of high school completion	43%	43%	66%
First-time, full-time students completing a bachelor's degree within 6 years of college entrance	–	44%	61%
Certificates, degrees and diplomas awarded at all colleges and universities per 100 undergraduate students	16	17	21

BENEFITS | C

EDUCATIONAL ACHIEVEMENT (30%)	*Nebraska 2000*	*Nebraska 2002*	*Top States 2002*
Population aged 25 to 65 with bachelor's degree or higher	28%	28%	35%
ECONOMIC BENEFITS (25%)			
Increase in total personal income as a result of the percentage of the population holding a bachelor's degree	7%	6%	12%
Increase in total personal income as a result of the percentage of the population with some college (including an associate's degree), but not a bachelor's degree	–	1%	4%
CIVIC BENEFITS (25%)			
Residents voting in 1998 and 2000 national elections	53%	52%	60%
Of those who itemize on federal income taxes, the percentage declaring charitable gifts	90%	89%	92%
ADULT SKILL LEVELS (20%)			
Adults demonstrating high-level literacy skills:			
quantitative	n/a	n/a	28%
prose	n/a	n/a	28%
document	n/a	n/a	26%

Gaps in Data: The data marked n/a are not available because Nebraska declined to participate in the survey.

LEARNING | I

Indicators in italics are new for 2002.

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NEVADA

PREPARATION | D

HIGH SCHOOL COMPLETION (20%)	Nevada 2000	Nevada 2002	Top States 2002
18- to 24-year-olds with a high school credential	77%	79%	94%
K–12 COURSE TAKING (40%)			
9th to 12th graders taking at least one upper-level math course	32%	34%	57%
9th to 12th graders taking at least one upper-level science course	25%	25%	39%
8th grade students taking Algebra	17%	13%	30%
12th graders taking at least one upper-level math course	–	n/a	56%
K–12 STUDENT ACHIEVEMENT (40%)			
8th graders scoring at or above "proficient" on the national assessment exam:			
in math	n/a	20%	34%
in reading	24%	24%	38%
in science	–	23%	42%
in writing	17%	17%	31%
Low-income 8th graders scoring at or above "proficient" on the national assessment exam in math	n/a	6%	21%
Number of scores in the top 20% nationally on SAT/ACT college entrance exam per 1,000 high school graduates	131	132	201
Number of scores that are 3 or higher on an Advanced Placement subject test per 1,000 high school juniors and seniors	66	81	197

Change over Time: In Nevada from 1989 to 1999, the proportion of 18- to 24-year-olds with a high school credential decreased from 85% to 79%. From 1990 to 2000, the proportion of high school students taking upper-level science courses increased from 14% to 25%. *Gaps in Data:* The data marked n/a are not available because Nevada declined to participate in the survey, or it did not report the data by grade level.

PARTICIPATION | C+

YOUNG ADULTS (60%)	Nevada 2000	Nevada 2002	Top States 2002
High school freshmen enrolling in college within 4 years in any state	25%	26%	54%
18- to 24-year-olds enrolling in college	20%	24%	41%
WORKING-AGE ADULTS (40%)			
25- to 49-year-olds enrolled part-time in some type of postsecondary education†	4.4%	5.4%	5.4%

†*Data for Measuring Up 2000 are for 25- to 44-year olds.*

Note: In 1998, 35% of students going on to college enrolled out of state.

AFFORDABILITY | D+

FAMILY ABILITY TO PAY (50%)	Nevada 2000	Nevada 2002	Top States 2002
Percent of income (average of all income groups) needed to pay for college expenses minus financial aid:			
at community colleges	23%	22%	16%
at public 4-year colleges/universities	23%	23%	18%
at private 4-year colleges/universities	43%	52%	32%
STRATEGIES FOR AFFORDABILITY (40%)			
State grant aid targeted to low-income families as a percent of federal Pell Grant aid to low-income families	33%	27%	108%
Share of income that poorest families need to pay for tuition at lowest priced colleges	10%	10%	8%
RELIANCE ON LOANS (10%)			
Average loan amount that undergraduate students borrow each year‡	$3,469	$3,460	$2,928

‡*Data for Measuring Up 2000 include all students, not just undergraduates.*

Note: In the Affordability category, the lower the figures the better the performance for all indicators except for "State grant aid . . . as a percent of federal Pell Grant aid."

INCOME GROUPS USED TO CALCULATE 2002 FAMILY ABILITY TO PAY

Percent of family income needed to pay for college expenses minus financial aid:	at community colleges	at public 4-year colleges/universities	at private 4-year colleges/universities
for 20% of the population with the lowest income	48%	51%	120%
for 20% of the population with lower-middle income	25%	26%	60%
for 20% of the population with middle income	17%	18%	40%
for 20% of the population with upper-middle income	11%	12%	27%
for 20% of the population with the highest income	7%	7%	16%

Note: Data are from 2000–01.

COMPLETION | F

PERSISTENCE (20%)	Nevada 2000	Nevada 2002	Top States 2002
1st year community college students returning their 2nd year	49%	49%*	63%
Freshmen at 4-year colleges/universities returning their sophomore year	73%	75%	83%
COMPLETION (80%)			
First-time, full-time students completing a bachelor's degree within 5 years of high school completion	39%	29%	66%
First-time, full-time students completing a bachelor's degree within 6 years of college entrance	–	37%	61%
Certificates, degrees and diplomas awarded at all colleges and universities per 100 undergraduate students	9	9	21

Performance Gaps: For every 100 Hispanic students enrolled in college in Nevada, 6 receive a degree or certificate. In comparison, for every 100 white students enrolled, 8 receive a degree or certificate.

BENEFITS | C–

EDUCATIONAL ACHIEVEMENT (30%)	Nevada 2000	Nevada 2002	Top States 2002
Population aged 25 to 65 with bachelor's degree or higher	21%	22%	35%
ECONOMIC BENEFITS (25%)			
Increase in total personal income as a result of the percentage of the population holding a bachelor's degree	8%	8%	12%
Increase in total personal income as a result of the percentage of the population with some college (including an associate's degree), but not a bachelor's degree	–	3%	4%
CIVIC BENEFITS (25%)			
Residents voting in 1998 and 2000 national elections	40%	40%	60%
Of those who itemize on federal income taxes, the percentage declaring charitable gifts	86%	86%	92%
ADULT SKILL LEVELS (20%)			
Adults demonstrating high-level literacy skills:			
quantitative	22%	22%	28%
prose	20%	20%	28%
document	16%	16%	26%

LEARNING | I

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NEW HAMPSHIRE

PREPARATION | B

HIGH SCHOOL COMPLETION (20%)	New Hampshire 2000	New Hampshire 2002	Top States 2002
18- to 24-year-olds with a high school credential	89%	86%	94%
K–12 COURSE TAKING (40%)			
9th to 12th graders taking at least one upper-level math course	n/a	n/a	57%
9th to 12th graders taking at least one upper-level science course	n/a	n/a	39%
8th grade students taking Algebra	n/a	n/a	30%
12th graders taking at least one upper-level math course	–	n/a	56%
K–12 STUDENT ACHIEVEMENT (40%)			
8th graders scoring at or above "proficient" on the national assessment exam:			
in math	n/a	n/a	34%
in reading	n/a	n/a	38%
in science	–	n/a	42%
in writing	n/a	n/a	31%
Low-income 8th graders scoring at or above "proficient" on the national assessment exam in math	n/a	n/a	21%
Number of scores in the top 20% nationally on SAT/ACT college entrance exam per 1,000 high school graduates	158	166	201
Number of scores that are 3 or higher on an Advanced Placement subject test per 1,000 high school juniors and seniors	97	108	197

Gaps in Data: The data marked n/a are not available because New Hampshire declined to participate in the surveys.

PARTICIPATION | B–

YOUNG ADULTS (60%)	New Hampshire 2000	New Hampshire 2002	Top States 2002
High school freshmen enrolling in college within 4 years in any state	43%	44%	54%
18- to 24-year-olds enrolling in college	37%	33%	41%
WORKING-AGE ADULTS (40%)			
25- to 49-year-olds enrolled part-time in some type of postsecondary education†	3.3%	3.6%	5.4%

†*Data for Measuring Up 2000 are for 25- to 44-year olds.*

Note: In 1998, 51% of students going on to college enrolled out of state.

AFFORDABILITY | F

FAMILY ABILITY TO PAY (50%)	New Hampshire 2000	New Hampshire 2002	Top States 2002
Percent of income (average of all income groups) needed to pay for college expenses minus financial aid:			
at community colleges	27%	24%	16%
at public 4-year colleges/universities	30%	29%	18%
at private 4-year colleges/universities	61%	58%	32%
STRATEGIES FOR AFFORDABILITY (40%)			
State grant aid targeted to low-income families as a percent of federal Pell Grant aid to low-income families	9%	7%	108%
Share of income that poorest families need to pay for tuition at lowest priced colleges	29%	26%	8%
RELIANCE ON LOANS (10%)			
Average loan amount that undergraduate students borrow each year‡	$4,089	$3,740	$2,928

‡*Data for Measuring Up 2000 include all students, not just undergraduates.*

Note: In the Affordability category, the lower the figures the better the performance for all indicators except for "State grant aid . . . as a percent of federal Pell Grant aid."

INCOME GROUPS USED TO CALCULATE 2002 FAMILY ABILITY TO PAY

Percent of family income needed to pay for college expenses minus financial aid:	at community colleges	at public 4-year colleges/universities	at private 4-year colleges/universities
for 20% of the population with the lowest income	57%	68%	142%
for 20% of the population with lower-middle income	27%	32%	64%
for 20% of the population with middle income	18%	21%	40%
for 20% of the population with upper-middle income	12%	15%	26%
for 20% of the population with the highest income	7%	9%	16%

Note: Data are from 2000–01.

COMPLETION | A

	New Hampshire 2000	*New Hampshire 2002*	*Top States 2002*
PERSISTENCE (20%)			
1st year community college students returning their 2nd year	64%	67%	63%
Freshmen at 4-year colleges/universities returning their sophomore year	79%	80%	83%
COMPLETION (80%)			
First-time, full-time students completing a bachelor's degree within 5 years of high school completion	65%	66%	66%
First-time, full-time students completing a bachelor's degree within 6 years of college entrance	–	61%	61%
Certificates, degrees and diplomas awarded at all colleges and universities per 100 undergraduate students	21	21	21

BENEFITS | B

	New Hampshire 2000	*New Hampshire 2002*	*Top States 2002*
EDUCATIONAL ACHIEVEMENT (30%)			
Population aged 25 to 65 with bachelor's degree or higher	30%	31%	35%
ECONOMIC BENEFITS (25%)			
Increase in total personal income as a result of the percentage of the population holding a bachelor's degree	7%	8%	12%
Increase in total personal income as a result of the percentage of the population with some college (including an associate's degree), but not a bachelor's degree	–	2%	4%
CIVIC BENEFITS (25%)			
Residents voting in 1998 and 2000 national elections	51%	52%	60%
Of those who itemize on federal income taxes, the percentage declaring charitable gifts	87%	87%	92%
ADULT SKILL LEVELS (20%)			
Adults demonstrating high-level literacy skills:			
quantitative	n/a	n/a	28%
prose	n/a	n/a	28%
document	n/a	n/a	26%

Gaps in Data: The data marked n/a are not available because New Hampshire declined to participate in the survey.

LEARNING | I

Indicators in italics are new for 2002.

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NEW JERSEY

PREPARATION — A

HIGH SCHOOL COMPLETION (20%)	New Jersey 2000	New Jersey 2002	Top States 2002
18- to 24-year-olds with a high school credential	92%	90%	94%
K–12 COURSE TAKING (40%)			
9th to 12th graders taking at least one upper-level math course	n/a	n/a	57%
9th to 12th graders taking at least one upper-level science course	n/a	n/a	39%
8th grade students taking Algebra	n/a	n/a	30%
12th graders taking at least one upper-level math course	–	n/a	56%
K–12 STUDENT ACHIEVEMENT (40%)			
8th graders scoring at or above "proficient" on the national assessment exam:			
in math	n/a	n/a	34%
in reading	n/a	n/a	38%
in science	–	n/a	42%
in writing	n/a	n/a	31%
Low-income 8th graders scoring at or above "proficient" on the national assessment exam in math	n/a	n/a	21%
Number of scores in the top 20% nationally on SAT/ACT college entrance exam per 1,000 high school graduates	163	173	201
Number of scores that are 3 or higher on an Advanced Placement subject test per 1,000 high school juniors and seniors	148	181	197

Gaps in Data: The data marked n/a are not available because New Jersey declined to participate in the surveys.

PARTICIPATION — A–

YOUNG ADULTS (60%)	New Jersey 2000	New Jersey 2002	Top States 2002
High school freshmen enrolling in college within 4 years in any state	54%	54%	54%
18- to 24-year-olds enrolling in college	39%	41%	41%
WORKING-AGE ADULTS (40%)			
25- to 49-year-olds enrolled part-time in some type of postsecondary education†	3.1%	3.2%	5.4%

†*Data for Measuring Up 2000 are for 25- to 44-year olds.*

Performance Gaps: In New Jersey, 48% of white 18- to 24-year-olds enroll in college, compared to 29% for all other races. *Change over Time:* In New Jersey from 1989 to 1999, the proportion of 18- to 24-year-olds enrolled in college increased from 31% to 42%.

Note: In 1998, 44% of students going on to college enrolled out of state.

AFFORDABILITY — C–

FAMILY ABILITY TO PAY (50%)	New Jersey 2000	New Jersey 2002	Top States 2002
Percent of income (average of all income groups) needed to pay for college expenses minus financial aid:			
at community colleges	23%	22%	16%
at public 4-year colleges/universities	29%	27%	18%
at private 4-year colleges/universities	56%	51%	32%
STRATEGIES FOR AFFORDABILITY (40%)			
State grant aid targeted to low-income families as a percent of federal Pell Grant aid to low-income families	106%	106%	108%
Share of income that poorest families need to pay for tuition at lowest priced colleges	17%	17%	8%
RELIANCE ON LOANS (10%)			
Average loan amount that undergraduate students borrow each year‡	$3,579	$3,369	$2,928

‡*Data for Measuring Up 2000 include all students, not just undergraduates.*

Note: In the Affordability category, the lower the figures the better the performance for all indicators except for "State grant aid . . . as a percent of federal Pell Grant aid."

INCOME GROUPS USED TO CALCULATE 2002 FAMILY ABILITY TO PAY

Percent of family income needed to pay for college expenses minus financial aid:	at community colleges	at public 4-year colleges/universities	at private 4-year colleges/universities
for 20% of the population with the lowest income	54%	67%	133%
for 20% of the population with lower-middle income	24%	30%	56%
for 20% of the population with middle income	15%	19%	32%
for 20% of the population with upper-middle income	10%	13%	22%
for 20% of the population with the highest income	6%	8%	14%

Note: Data are from 2000-01.

COMPLETION | B–

PERSISTENCE (20%)	*New Jersey 2000*	*New Jersey 2002*	*Top States 2002*
1st year community college students returning their 2nd year	58%	60%	63%
Freshmen at 4-year colleges/universities returning their sophomore year	84%	81%	83%
COMPLETION (80%)			
First-time, full-time students completing a bachelor's degree within 5 years of high school completion	58%	58%	66%
First-time, full-time students completing a bachelor's degree within 6 years of college entrance	–	58%	61%
Certificates, degrees and diplomas awarded at all colleges and universities per 100 undergraduate students	14	14	21

BENEFITS | B+

EDUCATIONAL ACHIEVEMENT (30%)	*New Jersey 2000*	*New Jersey 2002*	*Top States 2002*
Population aged 25 to 65 with bachelor's degree or higher	33%	34%	35%
ECONOMIC BENEFITS (25%)			
Increase in total personal income as a result of the percentage of the population holding a bachelor's degree	11%	13%	12%
Increase in total personal income as a result of the percentage of the population with some college (including an associate's degree), but not a bachelor's degree	–	2%	4%
CIVIC BENEFITS (25%)			
Residents voting in 1998 and 2000 national elections	45%	45%	60%
Of those who itemize on federal income taxes, the percentage declaring charitable gifts	94%	93%	92%
ADULT SKILL LEVELS (20%)			
Adults demonstrating high-level literacy skills:			
quantitative	23%	23%	28%
prose	21%	21%	28%
document	20%	20%	26%

LEARNING | I

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*Data from *Measuring Up 2000* were used because updated state information was not available.

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NEW MEXICO

PREPARATION D–

HIGH SCHOOL COMPLETION (20%)	New Mexico 2000	New Mexico 2002	Top States 2002
18- to 24-year-olds with a high school credential	79%	83%	94%
K–12 COURSE TAKING (40%)			
9th to 12th graders taking at least one upper-level math course	34%	31%	57%
9th to 12th graders taking at least one upper-level science course	21%	19%	39%
8th grade students taking Algebra	18%	17%	30%
12th graders taking at least one upper-level math course	–	36%	56%
K–12 STUDENT ACHIEVEMENT (40%)			
8th graders scoring at or above "proficient" on the national assessment exam:			
in math	14%	13%	34%
in reading	24%	24%	38%
in science	–	20%	42%
in writing	18%	18%	31%
Low-income 8th graders scoring at or above "proficient" on the national assessment exam in math	7%	6%	21%
Number of scores in the top 20% nationally on SAT/ACT college entrance exam per 1,000 high school graduates	127	126	201
Number of scores that are 3 or higher on an Advanced Placement subject test per 1,000 high school juniors and seniors	46	66	197

PARTICIPATION A

YOUNG ADULTS (60%)	New Mexico 2000	New Mexico 2002	Top States 2002
High school freshmen enrolling in college within 4 years in any state	35%	37%	54%
18- to 24-year-olds enrolling in college	25%	30%	41%
WORKING-AGE ADULTS (40%)			
25- to 49-year-olds enrolled part-time in some type of postsecondary education†	4.9%	6.0%	5.4%

†*Data for Measuring Up 2000 are for 25- to 44-year olds.*

AFFORDABILITY C–

FAMILY ABILITY TO PAY (50%)	New Mexico 2000	New Mexico 2002	Top States 2002
Percent of income (average of all income groups) needed to pay for college expenses minus financial aid:			
at community colleges	19%	20%	16%
at public 4-year colleges/universities	27%	23%	18%
at private 4-year colleges/universities	66%	75%	32%
STRATEGIES FOR AFFORDABILITY (40%)			
State grant aid targeted to low-income families as a percent of federal Pell Grant aid to low-income families	27%	25%	108%
Share of income that poorest families need to pay for tuition at lowest priced colleges	9%	10%	8%
RELIANCE ON LOANS (10%)			
Average loan amount that undergraduate students borrow each year‡	$3,412	$3,000	$2,928

‡*Data for Measuring Up 2000 include all students, not just undergraduates.*

Note: In the Affordability category, the lower the figures the better the performance for all indicators except for "State grant aid . . . as a percent of federal Pell Grant aid."

INCOME GROUPS USED TO CALCULATE 2002 FAMILY ABILITY TO PAY

Percent of family income needed to pay for college expenses minus financial aid:	at community colleges	at public 4-year colleges/universities	at private 4-year colleges/universities
for 20% of the population with the lowest income	45%	51%	187%
for 20% of the population with lower-middle income	23%	26%	84%
for 20% of the population with middle income	15%	17%	50%
for 20% of the population with upper-middle income	10%	12%	32%
for 20% of the population with the highest income	6%	8%	21%

Note: Data are from 2000-01.

COMPLETION | D

	New Mexico 2000	*New Mexico 2002*	*Top States 2002*
PERSISTENCE (20%)			
1st year community college students returning their 2nd year	52%	52%	63%
Freshmen at 4-year colleges/universities returning their sophomore year	69%	69%	83%
COMPLETION (80%)			
First-time, full-time students completing a bachelor's degree within 5 years of high school completion	30%	29%	66%
First-time, full-time students completing a bachelor's degree within 6 years of college entrance	–	36%	61%
Certificates, degrees and diplomas awarded at all colleges and universities per 100 undergraduate students	12	13	21

BENEFITS | C

	New Mexico 2000	*New Mexico 2002*	*Top States 2002*
EDUCATIONAL ACHIEVEMENT (30%)			
Population aged 25 to 65 with bachelor's degree or higher	23%	24%	35%
ECONOMIC BENEFITS (25%)			
Increase in total personal income as a result of the percentage of the population holding a bachelor's degree	8%	9%	12%
Increase in total personal income as a result of the percentage of the population with some college (including an associate's degree), but not a bachelor's degree	–	2%	4%
CIVIC BENEFITS (25%)			
Residents voting in 1998 and 2000 national elections	50%	50%	60%
Of those who itemize on federal income taxes, the percentage declaring charitable gifts	84%	83%	92%
ADULT SKILL LEVELS (20%)			
Adults demonstrating high-level literacy skills:			
quantitative	n/a	n/a	28%
prose	n/a	n/a	28%
document	n/a	n/a	26%

Performance Gaps: In New Mexico, 58% of white 25- to 65-year-olds have a bachelor's degree, compared to 11% for all other races. *Gaps in Data:* The data marked n/a are not available because New Mexico declined to participate in the survey.

LEARNING | I

Indicators in italics are new for 2002.

*Data from *Measuring Up 2000* were used because updated state information was not available.

Need more information? For an explanation of grading see page 189. For source information about each indicator, see page 186. For more state information (State Context, Leading Indicators, Facts and Figures, etc.) or technical information, visit the Web site for *Measuring Up* at www.highereducation.org.

NEW YORK

PREPARATION B

HIGH SCHOOL COMPLETION (20%)	New York 2000	New York 2002	Top States 2002
18- to 24-year-olds with a high school credential	85%	87%	94%
K–12 COURSE TAKING (40%)			
9th to 12th graders taking at least one upper-level math course	43%	48%	57%
9th to 12th graders taking at least one upper-level science course	28%	34%	39%
8th grade students taking Algebra	14%	14%*	30%
12th graders taking at least one upper-level math course	–	n/a	56%
K–12 STUDENT ACHIEVEMENT (40%)			
8th graders scoring at or above "proficient" on the national assessment exam:			
in math	22%	26%	34%
in reading	34%	34%	38%
in science	–	30%	42%
in writing	21%	21%	31%
Low-income 8th graders scoring at or above "proficient" on the national assessment exam in math	n/a	12%	21%
Number of scores in the top 20% nationally on SAT/ACT college entrance exam per 1,000 high school graduates	172	179	201
Number of scores that are 3 or higher on an Advanced Placement subject test per 1,000 high school juniors and seniors	164	201	197

Change over Time: In New York from 1990 to 2000, the proportion of high school students taking upper-level math courses increased from 34% to 48%. From 1990 to 2000, the proportion of high school students taking upper-level science courses increased from 24% to 34%. *Gaps in Data:* The data marked n/a are not available because New York declined to participate in the survey, or it did not report the data by grade level.

PARTICIPATION B

YOUNG ADULTS (60%)	New York 2000	New York 2002	Top States 2002
High school freshmen enrolling in college within 4 years in any state	44%	43%	54%
18- to 24-year-olds enrolling in college	35%	37%	41%
WORKING-AGE ADULTS (40%)			
25- to 49-year-olds enrolled part-time in some type of postsecondary education†	3.4%	3.4%	5.4%

†*Data for Measuring Up 2000 are for 25- to 44-year olds.*

AFFORDABILITY F

FAMILY ABILITY TO PAY (50%)	New York 2000	New York 2002	Top States 2002
Percent of income (average of all income groups) needed to pay for college expenses minus financial aid:			
at community colleges	35%	30%	16%
at public 4-year colleges/universities	36%	30%	18%
at private 4-year colleges/universities	85%	77%	32%
STRATEGIES FOR AFFORDABILITY (40%)			
State grant aid targeted to low-income families as a percent of federal Pell Grant aid to low-income families	92%	92%	108%
Share of income that poorest families need to pay for tuition at lowest priced colleges	33%	28%	8%
RELIANCE ON LOANS (10%)			
Average loan amount that undergraduate students borrow each year‡	$4,357	$3,511	$2,928

‡*Data for Measuring Up 2000 include all students, not just undergraduates.*

Note: In the Affordability category, the lower the figures the better the performance for all indicators except for "State grant aid . . . as a percent of federal Pell Grant aid."

INCOME GROUPS USED TO CALCULATE 2002 FAMILY ABILITY TO PAY

Percent of family income needed to pay for college expenses minus financial aid:	at community colleges	at public 4-year colleges/universities	at private 4-year colleges/universities
for 20% of the population with the lowest income	76%	74%	211%
for 20% of the population with lower-middle income	33%	32%	81%
for 20% of the population with middle income	20%	21%	46%
for 20% of the population with upper-middle income	13%	14%	29%
for 20% of the population with the highest income	7%	8%	18%

Note: Data are from 2000-01.

COMPLETION | B+

PERSISTENCE (20%)	*New York 2000*	*New York 2002*	*Top States 2002*
1st year community college students returning their 2nd year	62%	63%	63%
Freshmen at 4-year colleges/universities returning their sophomore year	78%	78%	83%
COMPLETION (80%)			
First-time, full-time students completing a bachelor's degree within 5 years of high school completion	53%	53%	66%
First-time, full-time students completing a bachelor's degree within 6 years of college entrance	–	52%	61%
Certificates, degrees and diplomas awarded at all colleges and universities per 100 undergraduate students	19	18	21

BENEFITS | C+

EDUCATIONAL ACHIEVEMENT (30%)	*New York 2000*	*New York 2002*	*Top States 2002*
Population aged 25 to 65 with bachelor's degree or higher	31%	31%	35%
ECONOMIC BENEFITS (25%)			
Increase in total personal income as a result of the percentage of the population holding a bachelor's degree	9%	9%	12%
Increase in total personal income as a result of the percentage of the population with some college (including an associate's degree), but not a bachelor's degree	–	1%	4%
CIVIC BENEFITS (25%)			
Residents voting in 1998 and 2000 national elections	46%	46%	60%
Of those who itemize on federal income taxes, the percentage declaring charitable gifts	94%	93%	92%
ADULT SKILL LEVELS (20%)			
Adults demonstrating high-level literacy skills:			
quantitative	19%	19%	28%
prose	18%	18%	28%
document	15%	15%	26%

LEARNING | I

Indicators in italics are new for 2002.

*Data from *Measuring Up 2000* were used because updated state information was not available.

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NORTH CAROLINA

PREPARATION B+

HIGH SCHOOL COMPLETION (20%)	North Carolina 2000	North Carolina 2002	Top States 2002
18- to 24-year-olds with a high school credential	86%	87%	94%
K–12 COURSE TAKING (40%)			
9th to 12th graders taking at least one upper-level math course	59%	61%	57%
9th to 12th graders taking at least one upper-level science course	31%	30%	39%
8th grade students taking Algebra	27%	25%	30%
12th graders taking at least one upper-level math course	–	77%	56%
K–12 STUDENT ACHIEVEMENT (40%)			
8th graders scoring at or above "proficient" on the national assessment exam:			
in math	20%	30%	34%
in reading	31%	31%	38%
in science	–	27%	42%
in writing	27%	27%	31%
Low-income 8th graders scoring at or above "proficient" on the national assessment exam in math	6%	13%	21%
Number of scores in the top 20% nationally on SAT/ACT college entrance exam per 1,000 high school graduates	108	123	201
Number of scores that are 3 or higher on an Advanced Placement subject test per 1,000 high school juniors and seniors	113	149	197

Change over Time: In North Carolina from 1999 to 1999, the proportion of 18- to 24-year-olds with a high school credential increased from 82% to 87%. From 1990 to 2000, the proportion of high school students taking upper-level math courses increased from 37% to 61%—the third highest increase compared to other states. From 1990 to 2000, the proportion of high school students taking upper-level science courses increased from 16% to 30%—the third highest increase on this measure.

PARTICIPATION C+

YOUNG ADULTS (60%)	North Carolina 2000	North Carolina 2002	Top States 2002
High school freshmen enrolling in college within 4 years in any state	34%	39%	54%
18- to 24-year-olds enrolling in college	32%	31%	41%
WORKING-AGE ADULTS (40%)			
25- to 49-year-olds enrolled part-time in some type of postsecondary education†	2.9%	3.5%	5.4%

†*Data for Measuring Up 2000 are for 25- to 44-year olds.*

Performance Gaps: In North Carolina, of 18- to 24-year-olds whose parents have some college education, 56% enroll in college, compared to 16% of those whose parents did not attend college.

AFFORDABILITY C

FAMILY ABILITY TO PAY (50%)	North Carolina 2000	North Carolina 2002	Top States 2002
Percent of income (average of all income groups) needed to pay for college expenses minus financial aid:			
at community colleges	21%	18%	16%
at public 4-year colleges/universities	21%	20%	18%
at private 4-year colleges/universities	56%	58%	32%
STRATEGIES FOR AFFORDABILITY (40%)			
State grant aid targeted to low-income families as a percent of federal Pell Grant aid to low-income families	26%	31%	108%
Share of income that poorest families need to pay for tuition at lowest priced colleges	6%	8%	8%
RELIANCE ON LOANS (10%)			
Average loan amount that undergraduate students borrow each year‡	$3,650	$3,380	$2,928

‡*Data for Measuring Up 2000 include all students, not just undergraduates.*

Note: In the Affordability category, the lower the figures the better the performance for all indicators except for "State grant aid . . . as a percent of federal Pell Grant aid."

INCOME GROUPS USED TO CALCULATE 2002 FAMILY ABILITY TO PAY

Percent of family income needed to pay for college expenses minus financial aid:	at community colleges	at public 4-year colleges/universities	at private 4-year colleges/universities
for 20% of the population with the lowest income	43%	46%	147%
for 20% of the population with lower-middle income	21%	23%	65%
for 20% of the population with middle income	13%	15%	38%
for 20% of the population with upper-middle income	9%	10%	25%
for 20% of the population with the highest income	5%	6%	16%

Note: Data are from 2000-01.

COMPLETION | B

PERSISTENCE (20%)	*North Carolina 2000*	*North Carolina 2002*	*Top States 2002*
1st year community college students returning their 2nd year	52%	51%	63%
Freshmen at 4-year colleges/universities returning their sophomore year	80%	80%	83%
COMPLETION (80%)			
First-time, full-time students completing a bachelor's degree within 5 years of high school completion	56%	57%	66%
First-time, full-time students completing a bachelor's degree within 6 years of college entrance	–	56%	61%
Certificates, degrees and diplomas awarded at all colleges and universities per 100 undergraduate students	19	17	21

BENEFITS | D+

EDUCATIONAL ACHIEVEMENT (30%)	*North Carolina 2000*	*North Carolina 2002*	*Top States 2002*
Population aged 25 to 65 with bachelor's degree or higher	23%	24%	35%
ECONOMIC BENEFITS (25%)			
Increase in total personal income as a result of the percentage of the population holding a bachelor's degree	8%	9%	12%
Increase in total personal income as a result of the percentage of the population with some college (including an associate's degree), but not a bachelor's degree	–	2%	4%
CIVIC BENEFITS (25%)			
Residents voting in 1998 and 2000 national elections	47%	46%	60%
Of those who itemize on federal income taxes, the percentage declaring charitable gifts	89%	88%	92%
ADULT SKILL LEVELS (20%)			
Adults demonstrating high-level literacy skills:			
quantitative	11%	11%	28%
prose	11%	11%	28%
document	9%	9%	26%

LEARNING | I

Indicators in italics are new for 2002.

*Data from *Measuring Up 2000* were used because updated state information was not available.

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NORTH DAKOTA

PREPARATION — B

HIGH SCHOOL COMPLETION (20%)	North Dakota 2000	North Dakota 2002	Top States 2002
18- to 24-year-olds with a high school credential	95%	95%	94%
K–12 COURSE TAKING (40%)			
9th to 12th graders taking at least one upper-level math course	51%	53%	57%
9th to 12th graders taking at least one upper-level science course	32%	34%	39%
8th grade students taking Algebra	13%	15%	30%
12th graders taking at least one upper-level math course	–	53%	56%
K–12 STUDENT ACHIEVEMENT (40%)			
8th graders scoring at or above "proficient" on the national assessment exam:			
in math	33%	31%	34%
in reading	n/a	n/a	38%
in science	–	40%	42%
in writing	n/a	n/a	31%
Low-income 8th graders scoring at or above "proficient" on the national assessment exam in math	22%	21%	21%
Number of scores in the top 20% nationally on SAT/ACT college entrance exam per 1,000 high school graduates	172	176	201
Number of scores that are 3 or higher on an Advanced Placement subject test per 1,000 high school juniors and seniors	28	36	197

Change over Time: In North Dakota from 1990 to 2000, the proportion of high school students taking upper-level science courses increased from 25% to 34%. *Gaps in Data:* The data marked n/a are not available because North Dakota declined to participate in the assessments.

PARTICIPATION — B

YOUNG ADULTS (60%)	North Dakota 2000	North Dakota 2002	Top States 2002
High school freshmen enrolling in college within 4 years in any state	63%	59%	54%
18- to 24-year-olds enrolling in college	43%	38%	41%
WORKING-AGE ADULTS (40%)			
25- to 49-year-olds enrolled part-time in some type of postsecondary education†	1.8%	1.9%	5.4%

†*Data for Measuring Up 2000 are for 25- to 44-year olds.*

Note: North Dakota has a large concurrent enrollment program, through which high school students can accumulate college credit.

AFFORDABILITY — D

FAMILY ABILITY TO PAY (50%)	North Dakota 2000	North Dakota 2002	Top States 2002
Percent of income (average of all income groups) needed to pay for college expenses minus financial aid:			
at community colleges	22%	19%	16%
at public 4-year colleges/universities	23%	20%	18%
at private 4-year colleges/universities	30%	27%	32%
STRATEGIES FOR AFFORDABILITY (40%)			
State grant aid targeted to low-income families as a percent of federal Pell Grant aid to low-income families	8%	3%	108%
Share of income that poorest families need to pay for tuition at lowest priced colleges	17%	18%	8%
RELIANCE ON LOANS (10%)			
Average loan amount that undergraduate students borrow each year‡	$2,923	$2,776	$2,928

‡*Data for Measuring Up 2000 include all students, not just undergraduates.*

Note: In the Affordability category, the lower the figures the better the performance for all indicators except for "State grant aid . . . as a percent of federal Pell Grant aid."

INCOME GROUPS USED TO CALCULATE 2002 FAMILY ABILITY TO PAY

Percent of family income needed to pay for college expenses minus financial aid:	at community colleges	at public 4-year colleges/universities	at private 4-year colleges/universities
for 20% of the population with the lowest income	42%	44%	63%
for 20% of the population with lower-middle income	22%	23%	32%
for 20% of the population with middle income	14%	16%	19%
for 20% of the population with upper-middle income	10%	11%	13%
for 20% of the population with the highest income	6%	7%	10%

Note: Data are from 2000–01.

COMPLETION | B

PERSISTENCE (20%)	North Dakota 2000	North Dakota 2002	Top States 2002
1st year community college students returning their 2nd year	n/a	n/a	63%
Freshmen at 4-year colleges/universities returning their sophomore year	74%	73%	83%
COMPLETION (80%)			
First-time, full-time students completing a bachelor's degree within 5 years of high school completion	40%	37%	66%
First-time, full-time students completing a bachelor's degree within 6 years of college entrance	–	42%	61%
Certificates, degrees and diplomas awarded at all colleges and universities per 100 undergraduate students	20	20	21

Performance Gaps: For every 100 Hispanic students enrolled in college in North Dakota, 15 receive a degree or certificate. In comparison, for every 100 white students enrolled, 20 receive a degree or certificate.
Gaps in Data: The data marked n/a are not available.

BENEFITS | C+

EDUCATIONAL ACHIEVEMENT (30%)	North Dakota 2000	North Dakota 2002	Top States 2002
Population aged 25 to 65 with bachelor's degree or higher	26%	28%	35%
ECONOMIC BENEFITS (25%)			
Increase in total personal income as a result of the percentage of the population holding a bachelor's degree	6%	7%	12%
Increase in total personal income as a result of the percentage of the population with some college (including an associate's degree), but not a bachelor's degree	–	2%	4%
CIVIC BENEFITS (25%)			
Residents voting in 1998 and 2000 national elections	61%	63%	60%
Of those who itemize on federal income taxes, the percentage declaring charitable gifts	87%	86%	92%
ADULT SKILL LEVELS (20%)			
Adults demonstrating high-level literacy skills:			
quantitative	n/a	n/a	28%
prose	n/a	n/a	28%
document	n/a	n/a	26%

Gaps in Data: The data marked n/a are not available because North Dakota declined to participate in the survey.

LEARNING | I

Indicators in italics are new for 2002.

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PREPARATION C+

HIGH SCHOOL COMPLETION (20%)	Ohio 2000	Ohio 2002	Top States 2002
18- to 24-year-olds with a high school credential	90%	89%	94%
K–12 COURSE TAKING (40%)			
9th to 12th graders taking at least one upper-level math course	47%	47%	57%
9th to 12th graders taking at least one upper-level science course	24%	20%	39%
8th grade students taking Algebra	19%	22%	30%
12th graders taking at least one upper-level math course	–	n/a	56%
K–12 STUDENT ACHIEVEMENT (40%)			
8th graders scoring at or above "proficient" on the national assessment exam:			
in math	n/a	31%	34%
in reading	n/a	n/a	38%
in science	–	41%	42%
in writing	n/a	n/a	31%
Low-income 8th graders scoring at or above "proficient" on the national assessment exam in math	n/a	10%	21%
Number of scores in the top 20% nationally on SAT/ACT college entrance exam per 1,000 high school graduates	184	190	201
Number of scores that are 3 or higher on an Advanced Placement subject test per 1,000 high school juniors and seniors	67	77	197

Gaps in Data: The data marked n/a are not available because Ohio declined to participate in the surveys, or it did not report the data by grade level.

PARTICIPATION C+

YOUNG ADULTS (60%)	Ohio 2000	Ohio 2002	Top States 2002
High school freshmen enrolling in college within 4 years in any state	39%	40%	54%
18- to 24-year-olds enrolling in college	34%	33%	41%
WORKING-AGE ADULTS (40%)			
25- to 49-year-olds enrolled part-time in some type of postsecondary education†	3.0%	3.3%	5.4%

†*Data for Measuring Up 2000 are for 25- to 44-year olds.*

Performance Gaps: In Ohio, 57% of 18- to 24-year-olds from high-income families enroll in college, compared to 20% of those from low-income families.

AFFORDABILITY F

FAMILY ABILITY TO PAY (50%)	Ohio 2000	Ohio 2002	Top States 2002
Percent of income (average of all income groups) needed to pay for college expenses minus financial aid:			
at community colleges	26%	24%	16%
at public 4-year colleges/universities	30%	29%	19%
at private 4-year colleges/universities	59%	54%	32%
STRATEGIES FOR AFFORDABILITY (40%)			
State grant aid targeted to low-income families as a percent of federal Pell Grant aid to low-income families	39%	38%	108%
Share of income that poorest families need to pay for tuition at lowest priced colleges	23%	19%	8%
RELIANCE ON LOANS (10%)			
Average loan amount that undergraduate students borrow each year‡	$3,597	$3,378	$2,928

‡*Data for Measuring Up 2000 include all students, not just undergraduates.*

Note: In the Affordability category, the lower the figures the better the performance for all indicators except for "State grant aid . . . as a percent of federal Pell Grant aid."

INCOME GROUPS USED TO CALCULATE 2002 FAMILY ABILITY TO PAY

Percent of family income needed to pay for college expenses minus financial aid:	at community colleges	at public 4-year colleges/universities	at private 4-year colleges/universities
for 20% of the population with the lowest income	59%	71%	142%
for 20% of the population with lower-middle income	26%	31%	59%
for 20% of the population with middle income	16%	20%	34%
for 20% of the population with upper-middle income	11%	14%	23%
for 20% of the population with the highest income	7%	9%	15%

Note: Data are from 2000-01.

COMPLETION B–

PERSISTENCE (20%)	Ohio 2000	Ohio 2002	Top States 2002
1st year community college students returning their 2nd year	59%	56%	63%
Freshmen at 4-year colleges/universities returning their sophomore year	76%	75%	83%
COMPLETION (80%)			
First-time, full-time students completing a bachelor's degree within 5 years of high school completion	54%	54%	66%
First-time, full-time students completing a bachelor's degree within 6 years of college entrance	–	50%	61%
Certificates, degrees and diplomas awarded at all colleges and universities per 100 undergraduate students	16	16	21

BENEFITS C

EDUCATIONAL ACHIEVEMENT (30%)	Ohio 2000	Ohio 2002	Top States 2002
Population aged 25 to 65 with bachelor's degree or higher	23%	25%	35%
ECONOMIC BENEFITS (25%)			
Increase in total personal income as a result of the percentage of the population holding a bachelor's degree	8%	9%	12%
Increase in total personal income as a result of the percentage of the population with some college (including an associate's degree), but not a bachelor's degree	–	2%	4%
CIVIC BENEFITS (25%)			
Residents voting in 1998 and 2000 national elections	52%	51%	60%
Of those who itemize on federal income taxes, the percentage declaring charitable gifts	84%	83%	92%
ADULT SKILL LEVELS (20%)			
Adults demonstrating high-level literacy skills:			
quantitative	23%	23%	28%
prose	21%	21%	28%
document	20%	20%	26%

Change over Time: In Ohio from 1999 to 1999, the proportion of the population with a bachelor's degree increased from 19% to 25%.

LEARNING I

Indicators in italics are new for 2002.

*Data from *Measuring Up 2000* were used because updated state information was not available.

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OKLAHOMA

PREPARATION D+

HIGH SCHOOL COMPLETION (20%)	Oklahoma 2000	Oklahoma 2002	Top States 2002
18- to 24-year-olds with a high school credential	87%	86%	94%
K–12 COURSE TAKING (40%)			
9th to 12th graders taking at least one upper-level math course	43%	43%	57%
9th to 12th graders taking at least one upper-level science course	25%	24%	39%
8th grade students taking Algebra	8%	9%	30%
12th graders taking at least one upper-level math course	–	n/a	56%
K–12 STUDENT ACHIEVEMENT (40%)			
8th graders scoring at or above "proficient" on the national assessment exam:			
in math	n/a	19%	34%
in reading	29%	29%	38%
in science	–	26%	42%
in writing	25%	25%	31%
Low-income 8th graders scoring at or above "proficient" on the national assessment exam in math	n/a	8%	21%
Number of scores in the top 20% nationally on SAT/ACT college entrance exam per 1,000 high school graduates	134	138	201
Number of scores that are 3 or higher on an Advanced Placement subject test per 1,000 high school juniors and seniors	42	69	197

Change over Time: In Oklahoma from 1990 to 2000, the proportion of high school students taking upper-level science courses increased from 13% to 24%—the fifth highest increase compared to other states.
Gaps in Data: The data marked n/a are not available because Oklahoma declined to participate in the survey, or it did not report the data by grade level.

PARTICIPATION C+

YOUNG ADULTS (60%)	Oklahoma 2000	Oklahoma 2002	Top States 2002
High school freshmen enrolling in college within 4 years in any state	35%	37%	54%
18- to 24-year-olds enrolling in college	32%	28%	41%
WORKING-AGE ADULTS (40%)			
25- to 49-year-olds enrolled part-time in some type of postsecondary education†	3.8%	3.9%	5.4%

†*Data for Measuring Up 2000 are for 25- to 44-year olds.*

Performance Gaps: In Oklahoma, of 18- to 24-year-olds whose parents have some college education, 51% enroll in college, compared to 20% of those whose parents did not attend college.

AFFORDABILITY C

FAMILY ABILITY TO PAY (50%)	Oklahoma 2000	Oklahoma 2002	Top States 2002
Percent of income (average of all income groups) needed to pay for college expenses minus financial aid:			
at community colleges	18%	17%	16%
at public 4-year colleges/universities	21%	17%	18%
at private 4-year colleges/universities	47%	45%	32%
STRATEGIES FOR AFFORDABILITY (40%)			
State grant aid targeted to low-income families as a percent of federal Pell Grant aid to low-income families	18%	16%	108%
Share of income that poorest families need to pay for tuition at lowest priced colleges	13%	12%	8%
RELIANCE ON LOANS (10%)			
Average loan amount that undergraduate students borrow each year‡	$3,364	$3,067	$2,928

‡*Data for Measuring Up 2000 include all students, not just undergraduates.*

Note: In the Affordability category, the lower the figures the better the performance for all indicators except for "State grant aid . . . as a percent of federal Pell Grant aid."

INCOME GROUPS USED TO CALCULATE 2002 FAMILY ABILITY TO PAY

Percent of family income needed to pay for college expenses minus financial aid:	at community colleges	at public 4-year colleges/universities	at private 4-year colleges/universities
for 20% of the population with the lowest income	38%	38%	113%
for 20% of the population with lower-middle income	19%	19%	48%
for 20% of the population with middle income	13%	14%	31%
for 20% of the population with upper-middle income	9%	10%	20%
for 20% of the population with the highest income	5%	6%	13%

Note: Data are from 2000–01.

COMPLETION C–

PERSISTENCE (20%)	*Oklahoma 2000*	*Oklahoma 2002*	*Top States 2002*
1st year community college students returning their 2nd year	45%	47%	63%
Freshmen at 4-year colleges/universities returning their sophomore year	69%	71%	83%
COMPLETION (80%)			
First-time, full-time students completing a bachelor's degree within 5 years of high school completion	40%	39%	66%
First-time, full-time students completing a bachelor's degree within 6 years of college entrance	–	37%	61%
Certificates, degrees and diplomas awarded at all colleges and universities per 100 undergraduate students	15	15	21

BENEFITS C

EDUCATIONAL ACHIEVEMENT (30%)	*Oklahoma 2000*	*Oklahoma 2002*	*Top States 2002*
Population aged 25 to 65 with bachelor's degree or higher	22%	24%	35%
ECONOMIC BENEFITS (25%)			
Increase in total personal income as a result of the percentage of the population holding a bachelor's degree	7%	8%	12%
Increase in total personal income as a result of the percentage of the population with some college (including an associate's degree), but not a bachelor's degree	–	2%	4%
CIVIC BENEFITS (25%)			
Residents voting in 1998 and 2000 national elections	49%	49%	60%
Of those who itemize on federal income taxes, the percentage declaring charitable gifts	90%	88%	92%
ADULT SKILL LEVELS (20%)			
Adults demonstrating high-level literacy skills:			
quantitative	20%	20%	28%
prose	19%	19%	28%
document	14%	14%	26%

LEARNING I

Indicators in italics are new for 2002.

*Data from *Measuring Up 2000* were used because updated state information was not available.

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OREGON

PREPARATION C

HIGH SCHOOL COMPLETION (20%)	Oregon 2000	Oregon 2002	Top States 2002
18- to 24-year-olds with a high school credential	75%	83%	94%
K–12 COURSE TAKING (40%)			
9th to 12th graders taking at least one upper-level math course	40%	37%	57%
9th to 12th graders taking at least one upper-level science course	20%	19%	39%
8th grade students taking Algebra	22%	23%	30%
12th graders taking at least one upper-level math course	–	n/a	56%
K–12 STUDENT ACHIEVEMENT (40%)			
8th graders scoring at or above "proficient" on the national assessment exam:			
in math	26%	32%	34%
in reading	33%	33%	38%
in science	–	33%	42%
in writing	27%	27%	31%
Low-income 8th graders scoring at or above "proficient" on the national assessment exam in math	12%	16%	21%
Number of scores in the top 20% nationally on SAT/ACT college entrance exam per 1,000 high school graduates	141	154	201
Number of scores that are 3 or higher on an Advanced Placement subject test per 1,000 high school juniors and seniors	51	62	197

Performance Gaps: In Oregon, 90% of white 18- to 24-year-olds have a high school credential, compared to 65% for all other races. Of 18- to 24-year-olds whose parents have some college education, 92% have a high school credential, compared to 62% of those whose parents did not attend college. *Gaps in Data:* The data marked n/a are not available.

PARTICIPATION D+

YOUNG ADULTS (60%)	Oregon 2000	Oregon 2002	Top States 2002
High school freshmen enrolling in college within 4 years in any state	35%	32%	54%
18- to 24-year-olds enrolling in college	26%	25%	41%
WORKING-AGE ADULTS (40%)			
25- to 49-year-olds enrolled part-time in some type of postsecondary education†	2.9%	3.4%	5.4%

†*Data for Measuring Up 2000 are for 25- to 44-year olds.*

Change over Time: In Oregon from 1989 to 1999, the proportion of 18- to 24-year-olds enrolled in college decreased from 30% to 25%.

AFFORDABILITY F

FAMILY ABILITY TO PAY (50%)	Oregon 2000	Oregon 2002	Top States 2002
Percent of income (average of all income groups) needed to pay for college expenses minus financial aid:			
at community colleges	27%	25%	16%
at public 4-year colleges/universities	30%	29%	18%
at private 4-year colleges/universities	71%	72%	32%
STRATEGIES FOR AFFORDABILITY (40%)			
State grant aid targeted to low-income families as a percent of federal Pell Grant aid to low-income families	23%	23%	108%
Share of income that poorest families need to pay for tuition at lowest priced colleges	16%	15%	8%
RELIANCE ON LOANS (10%)			
Average loan amount that undergraduate students borrow each year‡	$3,822	$3,430	$2,928

‡*Data for Measuring Up 2000 include all students, not just undergraduates.*

Note: In the Affordability category, the lower the figures the better the performance for all indicators except for "State grant aid . . . as a percent of federal Pell Grant aid."

INCOME GROUPS USED TO CALCULATE 2002 FAMILY ABILITY TO PAY

Percent of family income needed to pay for college expenses minus financial aid:	at community colleges	at public 4-year colleges/universities	at private 4-year colleges/universities
for 20% of the population with the lowest income	59%	69%	185%
for 20% of the population with lower-middle income	28%	32%	79%
for 20% of the population with middle income	18%	21%	47%
for 20% of the population with upper-middle income	12%	15%	31%
for 20% of the population with the highest income	7%	9%	20%

Note: Data are from 2000–01.

COMPLETION C

PERSISTENCE (20%)	*Oregon 2000*	*Oregon 2002*	*Top States 2002*
1st year community college students returning their 2nd year	43%	40%	63%
Freshmen at 4-year colleges/universities returning their sophomore year	78%	79%	83%
COMPLETION (80%)			
First-time, full-time students completing a bachelor's degree within 5 years of high school completion	51%	51%	66%
First-time, full-time students completing a bachelor's degree within 6 years of college entrance	–	50%	61%
Certificates, degrees and diplomas awarded at all colleges and universities per 100 undergraduate students	14	15	21

Performance Gaps: For every 100 black students enrolled in college in Oregon, 10 receive a degree or certificate. In comparison, for every 100 white students enrolled, 14 receive a degree or certificate.

BENEFITS B

EDUCATIONAL ACHIEVEMENT (30%)	*Oregon 2000*	*Oregon 2002*	*Top States 2002*
Population aged 25 to 65 with bachelor's degree or higher	24%	26%	35%
ECONOMIC BENEFITS (25%)			
Increase in total personal income as a result of the percentage of the population holding a bachelor's degree	8%	9%	12%
Increase in total personal income as a result of the percentage of the population with some college (including an associate's degree), but not a bachelor's degree	–	4%	4%
CIVIC BENEFITS (25%)			
Residents voting in 1998 and 2000 national elections	54%	54%	60%
Of those who itemize on federal income taxes, the percentage declaring charitable gifts	83%	83%	92%
ADULT SKILL LEVELS (20%)			
Adults demonstrating high-level literacy skills:			
quantitative	n/a	n/a	28%
prose	n/a	n/a	28%
document	n/a	n/a	26%

Gaps in Data: The data marked n/a are not available because Oregon declined to participate in the survey.

LEARNING I

Indicators in italics are new for 2002.

*Data from *Measuring Up 2000* were used because updated state information was not available.

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PENNSYLVANIA

PREPARATION B–

HIGH SCHOOL COMPLETION (20%)	Pennsylvania 2000	Pennsylvania 2002	Top States 2002
18- to 24-year-olds with a high school credential	88%	89%	94%
K–12 COURSE TAKING (40%)			
9th to 12th graders taking at least one upper-level math course	n/a	n/a	57%
9th to 12th graders taking at least one upper-level science course	n/a	n/a	39%
8th grade students taking Algebra	n/a	n/a	30%
12th graders taking at least one upper-level math course	–	n/a	56%
K–12 STUDENT ACHIEVEMENT (40%)			
8th graders scoring at or above "proficient" on the national assessment exam:			
in math	n/a	n/a	34%
in reading	n/a	n/a	38%
in science	–	n/a	42%
in writing	n/a	n/a	31%
Low-income 8th graders scoring at or above "proficient" on the national assessment exam in math	n/a	n/a	21%
Number of scores in the top 20% nationally on SAT/ACT college entrance exam per 1,000 high school graduates	126	135	201
Number of scores that are 3 or higher on an Advanced Placement subject test per 1,000 high school juniors and seniors	76	100	197

Gaps in Data: The data marked n/a are not available because Pennsylvania declined to participate in the surveys.

PARTICIPATION B–

YOUNG ADULTS (50%)	Pennsylvania 2000	Pennsylvania 2002	Top States 2002
High school freshmen enrolling in college within 4 years in any state	43%	47%	54%
18- to 24-year-olds enrolling in college	36%	37%	41%
WORKING-AGE ADULTS (40%)			
25- to 49-year-olds enrolled part-time in some type of postsecondary education†	2.8%	3.0%	5.4%

†*Data for Measuring Up 2000 are for 25- to 44-year olds.*

AFFORDABILITY D+

FAMILY ABILITY TO PAY (50%)	Pennsylvania 2000	Pennsylvania 2002	Top States 2002
Percent of income (average of all income groups) needed to pay for college expenses minus financial aid:			
at community colleges	24%	22%	16%
at public 4-year colleges/universities	30%	30%	19%
at private 4-year colleges/universities	64%	63%	32%
STRATEGIES FOR AFFORDABILITY (40%)			
State grant aid targeted to low-income families as a percent of federal Pell Grant aid to low-income families	98%	111%	108%
Share of income that poorest families need to pay for tuition at lowest priced colleges	19%	18%	8%
RELIANCE ON LOANS (10%)			
Average loan amount that undergraduate students borrow each year‡	$3,909	$3,463	$2,928

‡*Data for Measuring Up 2000 include all students, not just undergraduates.*

Note: In the Affordability category, the lower the figures the better the performance for all indicators except for "State grant aid . . . as a percent of federal Pell Grant aid."

INCOME GROUPS USED TO CALCULATE 2002 FAMILY ABILITY TO PAY

Percent of family income needed to pay for college expenses minus financial aid:	at community colleges	at public 4-year colleges/universities	at private 4-year colleges/universities
for 20% of the population with the lowest income	51%	70%	159%
for 20% of the population with lower-middle income	24%	32%	68%
for 20% of the population with middle income	15%	21%	41%
for 20% of the population with upper-middle income	10%	15%	27%
for 20% of the population with the highest income	6%	9%	18%

Note: Data are from 2000–01.

COMPLETION | A

	Pennsylvania 2000	*Pennsylvania 2002*	*Top States 2002*
PERSISTENCE (20%)			
1st year community college students returning their 2nd year	68%	61%	63%
Freshmen at 4-year colleges/universities returning their sophomore year	82%	82%	83%
COMPLETION (80%)			
First-time, full-time students completing a bachelor's degree within 5 years of high school completion	62%	60%	66%
First-time, full-time students completing a bachelor's degree within 6 years of college entrance	–	61%	61%
Certificates, degrees and diplomas awarded at all colleges and universities per 100 undergraduate students	20	21	21

BENEFITS | B–

	Pennsylvania 2000	*Pennsylvania 2002*	*Top States 2002*
EDUCATIONAL ACHIEVEMENT (30%)			
Population aged 25 to 65 with bachelor's degree or higher	26%	28%	35%
ECONOMIC BENEFITS (25%)			
Increase in total personal income as a result of the percentage of the population holding a bachelor's degree	9%	11%	12%
Increase in total personal income as a result of the percentage of the population with some college (including an associate's degree), but not a bachelor's degree	–	2%	4%
CIVIC BENEFITS (25%)			
Residents voting in 1998 and 2000 national elections	47%	47%	60%
Of those who itemize on federal income taxes, the percentage declaring charitable gifts	91%	90%	92%
ADULT SKILL LEVELS (20%)			
Adults demonstrating high-level literacy skills:			
quantitative	23%	23%	28%
prose	19%	19%	28%
document	18%	19%	26%

Change over Time: In Pennsylvania from 1989 to 1999, the proportion of the population with a bachelor's degree increased from 19% to 28%—the fifth highest increase compared to other states.

LEARNING | I

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RHODE ISLAND

PREPARATION C

HIGH SCHOOL COMPLETION (20%)	Rhode Island 2000	Rhode Island 2002	Top States 2002
18- to 24-year-olds with a high school credential	86%	88%	94%
K–12 COURSE TAKING (40%)			
9th to 12th graders taking at least one upper-level math course	n/a	n/a	57%
9th to 12th graders taking at least one upper-level science course	n/a	n/a	39%
8th grade students taking Algebra	n/a	n/a	30%
12th graders taking at least one upper-level math course	–	n/a	56%
K–12 STUDENT ACHIEVEMENT (40%)			
8th graders scoring at or above "proficient" on the national assessment exam:			
in math	20%	24%	34%
in reading	30%	30%	38%
in science	–	29%	42%
in writing	25%	25%	31%
Low-income 8th graders scoring at or above "proficient" on the national assessment exam in math	8%	7%	21%
Number of scores in the top 20% nationally on SAT/ACT college entrance exam per 1,000 high school graduates	131	136	201
Number of scores that are 3 or higher on an Advanced Placement subject test per 1,000 high school juniors and seniors	92	102	197

Gaps in Data: The data marked n/a are not available because Rhode Island declined to participate in the survey.

PARTICIPATION A

YOUNG ADULTS (60%)	Rhode Island 2000	Rhode Island 2002	Top States 2002
High school freshmen enrolling in college within 4 years in any state	46%	47%	54%
18- to 24-year-olds enrolling in college	36%	36%	41%
WORKING-AGE ADULTS (40%)			
25- to 49-year-olds enrolled part-time in some type of postsecondary education†	4.6%	5.1%	5.4%

†*Data for* Measuring Up 2000 *are for 25- to 44-year olds.*

Change over Time: In Rhode Island from 1989 to 1999, the proportion of 18- to 24-year-olds enrolled in college increased from 26% to 37%.

Note: In 1998, 57% of students going on to college enrolled out of state.

AFFORDABILITY F

FAMILY ABILITY TO PAY (50%)	Rhode Island 2000	Rhode Island 2002	Top States 2002
Percent of income (average of all income groups) needed to pay for college expenses minus financial aid:			
at community colleges	27%	28%	16%
at public 4-year colleges/universities	37%	35%	18%
at private 4-year colleges/universities	86%	81%	32%
STRATEGIES FOR AFFORDABILITY (40%)			
State grant aid targeted to low-income families as a percent of federal Pell Grant aid to low-income families	20%	19%	108%
Share of income that poorest families need to pay for tuition at lowest priced colleges	19%	18%	8%
RELIANCE ON LOANS (10%)			
Average loan amount that undergraduate students borrow each year‡	$4,081	$4,000	$2,928

‡*Data for* Measuring Up 2000 *include all students, not just undergraduates.*

Note: In the Affordability category, the lower the figures the better the performance for all indicators except for "State grant aid . . . as a percent of federal Pell Grant aid."

INCOME GROUPS USED TO CALCULATE 2002 FAMILY ABILITY TO PAY

Percent of family income needed to pay for college expenses minus financial aid:	at community colleges	at public 4-year colleges/universities	at private 4-year colleges/universities
for 20% of the population with the lowest income	76%	93%	223%
for 20% of the population with lower-middle income	30%	37%	84%
for 20% of the population with middle income	17%	21%	46%
for 20% of the population with upper-middle income	12%	15%	31%
for 20% of the population with the highest income	7%	9%	20%

Note: Data are from 2000–01.

COMPLETION | A

PERSISTENCE (20%)	*Rhode Island 2000*	*Rhode Island 2002*	*Top States 2002*
1st year community college students returning their 2nd year	n/a	n/a	63%
Freshmen at 4-year colleges/universities returning their sophomore year	80%	81%	83%
COMPLETION (80%)			
First-time, full-time students completing a bachelor's degree within 5 years of high school completion	66%	64%	66%
First-time, full-time students completing a bachelor's degree within 6 years of college entrance	–	65%	61%
Certificates, degrees and diplomas awarded at all colleges and universities per 100 undergraduate students	20	19	21

Gaps in Data: The data marked n/a are not available because the sample size for Rhode Island was too small.

BENEFITS | A–

EDUCATIONAL ACHIEVEMENT (30%)	*Rhode Island 2000*	*Rhode Island 2002*	*Top States 2002*
Population aged 25 to 65 with bachelor's degree or higher	30%	31%	35%
ECONOMIC BENEFITS (25%)			
Increase in total personal income as a result of the percentage of the population holding a bachelor's degree	10%	10%	12%
Increase in total personal income as a result of the percentage of the population with some college (including an associate's degree), but not a bachelor's degree	–	3%	4%
CIVIC BENEFITS (25%)			
Residents voting in 1998 and 2000 national elections	55%	54%	60%
Of those who itemize on federal income taxes, the percentage declaring charitable gifts	93%	92%	92%
ADULT SKILL LEVELS (20%)			
Adults demonstrating high-level literacy skills:			
quantitative	n/a	n/a	28%
prose	n/a	n/a	28%
document	n/a	n/a	26%

Gaps in Data: The data marked n/a are not available because Rhode Island declined to participate in the survey.

LEARNING | I

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SOUTH CAROLINA

PREPARATION D+

HIGH SCHOOL COMPLETION (20%)	South Carolina 2000	South Carolina 2002	Top States 2002
18- to 24-year-olds with a high school credential	88%	85%	94%
K–12 COURSE TAKING (40%)			
9th to 12th graders taking at least one upper-level math course	n/a	n/a	57%
9th to 12th graders taking at least one upper-level science course	n/a	n/a	39%
8th grade students taking Algebra	n/a	n/a	30%
12th graders taking at least one upper-level math course	–	n/a	56%
K–12 STUDENT ACHIEVEMENT (40%)			
8th graders scoring at or above "proficient" on the national assessment exam:			
in math	14%	18%	34%
in reading	22%	22%	38%
in science	–	20%	42%
in writing	15%	15%	31%
Low-income 8th graders scoring at or above "proficient" on the national assessment exam in math	n/a	6%	21%
Number of scores in the top 20% nationally on SAT/ACT college entrance exam per 1,000 high school graduates	89	106	201
Number of scores that are 3 or higher on an Advanced Placement subject test per 1,000 high school juniors and seniors	106	111	197

Performance Gaps: In South Carolina, 98% of 18- to 24-year-olds from high-income families have a high school credential, compared to 69% of those from low-income families. *Gaps in Data:* The data marked n/a are not available because South Carolina declined to participate in the survey.

PARTICIPATION D+

YOUNG ADULTS (60%)	South Carolina 2000	South Carolina 2002	Top States 2002
High school freshmen enrolling in college within 4 years in any state	32%	33%	54%
18- to 24-year-olds enrolling in college	30%	37%	41%
WORKING-AGE ADULTS (40%)			
25- to 49-year-olds enrolled part-time in some type of postsecondary education†	2.5%	2.9%	5.4%

†*Data for Measuring Up 2000 are for 25- to 44-year olds.*

Performance Gaps: In South Carolina, 43% of white 18- to 24-year-olds enroll in college, compared to 25% for all other races. Also, 55% of 18- to 24-year-olds from high-income families enroll in college, compared to 16% of those from low-income families. *Change over Time:* In South Carolina from 1989 to 1999, the proportion of 18- to 24-year-olds enrolled in college increased from 23% to 37%—the highest increase compared to other states.

AFFORDABILITY D+

FAMILY ABILITY TO PAY (50%)	South Carolina 2000	South Carolina 2002	Top States 2002
Percent of income (average of all income groups) needed to pay for college expenses minus financial aid:			
at community colleges	22%	18%	16%
at public 4-year colleges/universities	27%	26%	18%
at private 4-year colleges/universities	48%	45%	32%
STRATEGIES FOR AFFORDABILITY (40%)			
State grant aid targeted to low-income families as a percent of federal Pell Grant aid to low-income families	24%	36%	108%
Share of income that poorest families need to pay for tuition at lowest priced colleges	12%	12%	8%
RELIANCE ON LOANS (10%)			
Average loan amount that undergraduate students borrow each year‡	$3,542	$3,284	$2,928

‡*Data for Measuring Up 2000 include all students, not just undergraduates.*

Note: In the Affordability category, the lower the figures the better the performance for all indicators except for "State grant aid . . . as a percent of federal Pell Grant aid."

INCOME GROUPS USED TO CALCULATE 2002 FAMILY ABILITY TO PAY

Percent of family income needed to pay for college expenses minus financial aid:	at community colleges	at public 4-year colleges/universities	at private 4-year colleges/universities
for 20% of the population with the lowest income	39%	57%	105%
for 20% of the population with lower-middle income	21%	29%	52%
for 20% of the population with middle income	14%	20%	33%
for 20% of the population with upper-middle income	9%	14%	22%
for 20% of the population with the highest income	6%	9%	15%

Note: Data are from 2000-01.

COMPLETION | B

	South Carolina 2000	*South Carolina 2002*	*Top States 2002*
PERSISTENCE (20%)			
1st year community college students returning their 2nd year	53%	53%	63%
Freshmen at 4-year colleges/universities returning their sophomore year	76%	77%	83%
COMPLETION (80%)			
First-time, full-time students completing a bachelor's degree within 5 years of high school completion	52%	52%	66%
First-time, full-time students completing a bachelor's degree within 6 years of college entrance	–	54%	61%
Certificates, degrees and diplomas awarded at all colleges and universities per 100 undergraduate students	17	17	21

BENEFITS | C

	South Carolina 2000	*South Carolina 2002*	*Top States 2002*
EDUCATIONAL ACHIEVEMENT (30%)			
Population aged 25 to 65 with bachelor's degree or higher	24%	24%	35%
ECONOMIC BENEFITS (25%)			
Increase in total personal income as a result of the percentage of the population holding a bachelor's degree	9%	8%	12%
Increase in total personal income as a result of the percentage of the population with some college (including an associate's degree), but not a bachelor's degree	–	2%	4%
CIVIC BENEFITS (25%)			
Residents voting in 1998 and 2000 national elections	51%	53%	60%
Of those who itemize on federal income taxes, the percentage declaring charitable gifts	90%	89%	92%
ADULT SKILL LEVELS (20%)			
Adults demonstrating high-level literacy skills:			
quantitative	n/a	n/a	28%
prose	n/a	n/a	28%
document	n/a	n/a	26%

Change over Time: In South Carolina from 1989 to 1999, the proportion of the population with a bachelor's degree increased from 17% to 24%. *Gaps in Data:* The data marked n/a are not available because South Carolina declined to participate in the survey.

LEARNING | I

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SOUTH DAKOTA

PREPARATION C

HIGH SCHOOL COMPLETION (20%)	South Dakota 2000	South Dakota 2002	Top States 2002
18- to 24-year-olds with a high school credential	91%	93%	94%
K–12 COURSE TAKING (40%)			
9th to 12th graders taking at least one upper-level math course	45%	47%	57%
9th to 12th graders taking at least one upper-level science course	34%	35%	39%
8th grade students taking Algebra	12%	9%	30%
12th graders taking at least one upper-level math course	–	38%	56%
K–12 STUDENT ACHIEVEMENT (40%)			
8th graders scoring at or above "proficient" on the national assessment exam:			
in math	n/a	n/a	34%
in reading	n/a	n/a	38%
in science	–	n/a	42%
in writing	n/a	n/a	31%
Low-income 8th graders scoring at or above "proficient" on the national assessment exam in math	n/a	n/a	21%
Number of scores in the top 20% nationally on SAT/ACT college entrance exam per 1,000 high school graduates	139	151	201
Number of scores that are 3 or higher on an Advanced Placement subject test per 1,000 high school juniors and seniors	38	54	197

Performance Gaps: In South Dakota, 71% of white high school students take upper-level math courses, compared to 26% of Hispanic students. ***Change over Time:*** In South Dakota from 1989 to 1999, the proportion of 18- to 24-year-olds with a high school credential increased from 88% to 93%—the fourth highest increase compared to other states. ***Gaps in Data:*** The data marked n/a are not available because South Dakota declined to participate in the assessments.

PARTICIPATION B–

YOUNG ADULTS (60%)	South Dakota 2000	South Dakota 2002	Top States 2002
High school freshmen enrolling in college within 4 years in any state	45%	48%	54%
18- to 24-year-olds enrolling in college	37%	34%	41%
WORKING-AGE ADULTS (40%)			
25- to 49-year-olds enrolled part-time in some type of postsecondary education†	2.5%	2.8%	5.4%

†*Data for Measuring Up 2000 are for 25- to 44-year olds.*

AFFORDABILITY F

FAMILY ABILITY TO PAY (50%)	South Dakota 2000	South Dakota 2002	Top States 2002
Percent of income (average of all income groups) needed to pay for college expenses minus financial aid:			
at community colleges	n/a	20%	16%
at public 4-year colleges/universities	22%	20%	18%
at private 4-year colleges/universities	51%	44%	32%
STRATEGIES FOR AFFORDABILITY (40%)			
State grant aid targeted to low-income families as a percent of federal Pell Grant aid to low-income families	0%	0%	108%
Share of income that poorest families need to pay for tuition at lowest priced colleges	25%	23%	8%
RELIANCE ON LOANS (10%)			
Average loan amount that undergraduate students borrow each year‡	$3,113	$2,928	$2,928

‡*Data for Measuring Up 2000 include all students, not just undergraduates.*

Note: *In the Affordability category, the lower the figures the better the performance for all indicators except for "State grant aid . . . as a percent of federal Pell Grant aid."*

INCOME GROUPS USED TO CALCULATE 2002 FAMILY ABILITY TO PAY

Percent of family income needed to pay for college expenses minus financial aid:	at community colleges	at public 4-year colleges/universities	at private 4-year colleges/universities
for 20% of the population with the lowest income	44%	44%	103%
for 20% of the population with lower-middle income	22%	22%	49%
for 20% of the population with middle income	15%	16%	32%
for 20% of the population with upper-middle income	10%	11%	22%
for 20% of the population with the highest income	6%	7%	14%

Note: Data are from 2000–01.

COMPLETION | B–

PERSISTENCE (20%)	South Dakota 2000	South Dakota 2002	Top States 2002
1st year community college students returning their 2nd year	n/a	n/a	63%
Freshmen at 4-year colleges/universities returning their sophomore year	68%	65%	83%
COMPLETION (80%)			
First-time, full-time students completing a bachelor's degree within 5 years of high school completion	41%	45%	66%
First-time, full-time students completing a bachelor's degree within 6 years of college entrance	–	42%	61%
Certificates, degrees and diplomas awarded at all colleges and universities per 100 undergraduate students	18	19	21

Gaps in Data: The data marked n/a are not available.

BENEFITS | D+

EDUCATIONAL ACHIEVEMENT (30%)	South Dakota 2000	South Dakota 2002	Top States 2002
Population aged 25 to 65 with bachelor's degree or higher	24%	27%	35%
ECONOMIC BENEFITS (25%)			
Increase in total personal income as a result of the percentage of the population holding a bachelor's degree	5%	6%	12%
Increase in total personal income as a result of the percentage of the population with some college (including an associate's degree), but not a bachelor's degree	–	0%	4%
CIVIC BENEFITS (25%)			
Residents voting in 1998 and 2000 national elections	58%	55%	60%
Of those who itemize on federal income taxes, the percentage declaring charitable gifts	86%	85%	92%
ADULT SKILL LEVELS (20%)			
Adults demonstrating high-level literacy skills:			
quantitative	n/a	n/a	28%
prose	n/a	n/a	28%
document	n/a	n/a	26%

Change over Time: In South Dakota from 1989 to 1999, the proportion of the population with a bachelor's degree increased from 17% to 27%—the highest increase compared to other states.
Gaps in Data: The data marked n/a are not available because South Dakota declined to participate in the survey.

LEARNING | I

Note: South Dakota assesses college learning in writing, math, reading, and science reasoning. All college sophomores are required to take the Collegiate Assessment of Academic Performance (CAAP). Their scores are compared with national averages for the same tests.

Indicators in italics are new for 2002.

*Data from *Measuring Up 2000* were used because updated state information was not available.

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TENNESSEE

PREPARATION D–

HIGH SCHOOL COMPLETION (20%)	Tennessee 2000	Tennessee 2002	Top States 2002
18- to 24-year-olds with a high school credential	86%	89%	94%
K–12 COURSE TAKING (40%)			
9th to 12th graders taking at least one upper-level math course	n/a	35%	57%
9th to 12th graders taking at least one upper-level science course	n/a	19%	39%
8th grade students taking Algebra	n/a	0%	30%
12th graders taking at least one upper-level math course	–	n/a	56%
K–12 STUDENT ACHIEVEMENT (40%)			
8th graders scoring at or above "proficient" on the national assessment exam:			
in math	15%	17%	34%
in reading	26%	26%	38%
in science	–	25%	42%
in writing	24%	24%	31%
Low-income 8th graders scoring at or above "proficient" on the national assessment exam in math	5%	7%	21%
Number of scores in the top 20% nationally on SAT/ACT college entrance exam per 1,000 high school graduates	148	158	201
Number of scores that are 3 or higher on an Advanced Placement subject test per 1,000 high school juniors and seniors	67	86	197

Change over Time: In Tennessee from 1999 to 1999, the proportion of 18- to 24-year-olds with a high school credential increased from 80% to 89%—the highest increase compared to other states.
Gaps in Data: The data marked n/a are not available because Tennessee declined to participate in the survey, or it did not report the data by grade level.

PARTICIPATION D+

YOUNG ADULTS (60%)	Tennessee 2000	Tennessee 2002	Top States 2002
High school freshmen enrolling in college within 4 years in any state	34%	33%	54%
18- to 24-year-olds enrolling in college	27%	32%	41%
WORKING-AGE ADULTS (40%)			
25- to 49-year-olds enrolled part-time in some type of postsecondary education†	2.5%	2.9%	5.4%

†*Data for Measuring Up 2000 are for 25- to 44-year olds.*

Change over Time: In Tennessee from 1999 to 1999, the proportion of 18- to 24-year-olds enrolled in college increased from 23% to 32%.

AFFORDABILITY D–

FAMILY ABILITY TO PAY (50%)	Tennessee 2000	Tennessee 2002	Top States 2002
Percent of income (average of all income groups) needed to pay for college expenses minus financial aid:			
at community colleges	19%	21%	16%
at public 4-year colleges/universities	23%	24%	18%
at private 4-year colleges/universities	57%	54%	32%
STRATEGIES FOR AFFORDABILITY (40%)			
State grant aid targeted to low-income families as a percent of federal Pell Grant aid to low-income families	16%	20%	108%
Share of income that poorest families need to pay for tuition at lowest priced colleges	13%	13%	8%
RELIANCE ON LOANS (10%)			
Average loan amount that undergraduate students borrow each year‡	$3,609	$3,209	$2,928

‡*Data for Measuring Up 2000 include all students, not just undergraduates.*

Note: In the Affordability category, the lower the figures the better the performance for all indicators except for "State grant aid . . . as a percent of federal Pell Grant aid."

INCOME GROUPS USED TO CALCULATE 2002 FAMILY ABILITY TO PAY

Percent of family income needed to pay for college expenses minus financial aid:	at community colleges	at public 4-year colleges/universities	at private 4-year colleges/universities
for 20% of the population with the lowest income	48%	54%	133%
for 20% of the population with lower-middle income	24%	27%	61%
for 20% of the population with middle income	15%	18%	37%
for 20% of the population with upper-middle income	10%	12%	24%
for 20% of the population with the highest income	6%	7%	15%

Note: Data are from 2000–01.

COMPLETION C+

PERSISTENCE (20%)	*Tennessee 2000*	*Tennessee 2002*	*Top States 2002*
1st year community college students returning their 2nd year	54%	54%	63%
Freshmen at 4-year colleges/universities returning their sophomore year	74%	73%	83%
COMPLETION (80%)			
First-time, full-time students completing a bachelor's degree within 5 years of high school completion	45%	47%	66%
First-time, full-time students completing a bachelor's degree within 6 years of college entrance	–	47%	61%
Certificates, degrees and diplomas awarded at all colleges and universities per 100 undergraduate students	14	15	21

BENEFITS D+

EDUCATIONAL ACHIEVEMENT (30%)	*Tennessee 2000*	*Tennessee 2002*	*Top States 2002*
Population aged 25 to 65 with bachelor's degree or higher	21%	21%	35%
ECONOMIC BENEFITS (25%)			
Increase in total personal income as a result of the percentage of the population holding a bachelor's degree	7%	8%	12%
Increase in total personal income as a result of the percentage of the population with some college (including an associate's degree), but not a bachelor's degree	–	3%	4%
CIVIC BENEFITS (25%)			
Residents voting in 1998 and 2000 national elections	45%	44%	60%
Of those who itemize on federal income taxes, the percentage declaring charitable gifts	88%	86%	92%
ADULT SKILL LEVELS (20%)			
Adults demonstrating high-level literacy skills:			
quantitative	17%	17%	28%
prose	14%	14%	28%
document	14%	14%	26%

LEARNING I

Indicators in italics are new for 2002.

*Data from *Measuring Up 2000* were used because updated state information was not available.

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TEXAS

PREPARATION C+

HIGH SCHOOL COMPLETION (20%)	Texas 2000	Texas 2002	Top States 2002
18- to 24-year-olds with a high school credential	81%	80%	94%
K–12 COURSE TAKING (40%)			
9th to 12th graders taking at least one upper-level math course	46%	56%	57%
9th to 12th graders taking at least one upper-level science course	26%	24%	39%
8th grade students taking Algebra	n/a	n/a	30%
12th graders taking at least one upper-level math course	–	56%	56%
K–12 STUDENT ACHIEVEMENT (40%)			
8th graders scoring at or above "proficient" on the national assessment exam:			
in math	21%	24%	34%
in reading	28%	28%	38%
in science	–	23%	42%
in writing	31%	31%	31%
Low-income 8th graders scoring at or above "proficient" on the national assessment exam in math	6%	11%	21%
Number of scores in the top 20% nationally on SAT/ACT college entrance exam per 1,000 high school graduates	125	134	201
Number of scores that are 3 or higher on an Advanced Placement subject test per 1,000 high school juniors and seniors	86	122	197

Change over Time: In Texas from 1990 to 2000, the proportion of high school students taking upper-level math courses increased from 35% to 56%—the fifth highest increase compared to other states. From 1990 to 2000, the proportion of high school students taking upper-level science courses increased from 17% to 24%. ***Gaps in Data:*** The data marked n/a are not available because Texas declined to participate in the survey.

PARTICIPATION D+

YOUNG ADULTS (60%)	Texas 2000	Texas 2002	Top States 2002
High school freshmen enrolling in college within 4 years in any state	32%	31%	54%
18- to 24-year-olds enrolling in college	30%	27%	41%
WORKING-AGE ADULTS (40%)			
25- to 49-year-olds enrolled part-time in some type of postsecondary education†	3.2%	3.5%	5.4%

†*Data for Measuring Up 2000 are for 25- to 44-year olds.*

Performance Gaps: In Texas, 56% of 18- to 24-year-olds from high-income families enroll in college, compared to 20% of those from low-income families.

AFFORDABILITY D+

FAMILY ABILITY TO PAY (50%)	Texas 2000	Texas 2002	Top States 2002
Percent of income (average of all income groups) needed to pay for college expenses minus financial aid:			
at community colleges	21%	20%	16%
at public 4-year colleges/universities	25%	24%	18%
at private 4-year colleges/universities	57%	55%	32%
STRATEGIES FOR AFFORDABILITY (40%)			
State grant aid targeted to low-income families as a percent of federal Pell Grant aid to low-income families	13%	19%	108%
Share of income that poorest families need to pay for tuition at lowest priced colleges	10%	9%	8%
RELIANCE ON LOANS (10%)			
Average loan amount that undergraduate students borrow each year‡	$3,636	$3,220	$2,928

‡*Data for Measuring Up 2000 include all students, not just undergraduates.*

Note: In the Affordability category, the lower the figures the better the performance for all indicators except for "State grant aid . . . as a percent of federal Pell Grant aid."

INCOME GROUPS USED TO CALCULATE 2002 FAMILY ABILITY TO PAY

Percent of family income needed to pay for college expenses minus financial aid:	at community colleges	at public 4-year colleges/universities	at private 4-year colleges/universities
for 20% of the population with the lowest income	47%	56%	137%
for 20% of the population with lower-middle income	23%	27%	61%
for 20% of the population with middle income	15%	19%	37%
for 20% of the population with upper-middle income	10%	12%	24%
for 20% of the population with the highest income	6%	7%	15%

Note: Data are from 2000-01.

COMPLETION | C–

	Texas 2000	Texas 2002	Top States 2002
PERSISTENCE (20%)			
1st year community college students returning their 2nd year	41%	41%	63%
Freshmen at 4-year colleges/universities returning their sophomore year	73%	74%	83%
COMPLETION (80%)			
First-time, full-time students completing a bachelor's degree within 5 years of high school completion	43%	41%	66%
First-time, full-time students completing a bachelor's degree within 6 years of college entrance	–	45%	61%
Certificates, degrees and diplomas awarded at all colleges and universities per 100 undergraduate students	14	14	21

BENEFITS | C+

	Texas 2000	Texas 2002	Top States 2002
EDUCATIONAL ACHIEVEMENT (30%)			
Population aged 25 to 65 with bachelor's degree or higher	25%	27%	35%
ECONOMIC BENEFITS (25%)			
Increase in total personal income as a result of the percentage of the population holding a bachelor's degree	9%	10%	12%
Increase in total personal income as a result of the percentage of the population with some college (including an associate's degree), but not a bachelor's degree	–	3%	4%
CIVIC BENEFITS (25%)			
Residents voting in 1998 and 2000 national elections	40%	41%	60%
Of those who itemize on federal income taxes, the percentage declaring charitable gifts	86%	84%	92%
ADULT SKILL LEVELS (20%)			
Adults demonstrating high-level literacy skills:			
quantitative	19%	19%	28%
prose	18%	18%	28%
document	16%	16%	26%

Performance Gaps: In Texas, 36% of white 25- to 65-year-olds have a bachelor's degree, compared to 16% for all other races.

LEARNING | I

Indicators in italics are new for 2002.

*Data from *Measuring Up 2000* were used because updated state information was not available.

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UTAH

PREPARATION A

HIGH SCHOOL COMPLETION (20%)	Utah 2000	Utah 2002	Top States 2002
18- to 24-year-olds with a high school credential	91%	90%	94%
K–12 COURSE TAKING (40%)			
9th to 12th graders taking at least one upper-level math course	50%	57%	57%
9th to 12th graders taking at least one upper-level science course	30%	36%	39%
8th grade students taking Algebra	54%	53%	30%
12th graders taking at least one upper-level math course	–	42%	56%
K–12 STUDENT ACHIEVEMENT (40%)			
8th graders scoring at or above "proficient" on the national assessment exam:			
in math	24%	26%	34%
in reading	31%	31%	38%
in science	–	34%	42%
in writing	21%	21%	31%
Low-income 8th graders scoring at or above "proficient" on the national assessment exam in math	17%	15%	21%
Number of scores in the top 20% nationally on SAT/ACT college entrance exam per 1,000 high school graduates	148	152	201
Number of scores that are 3 or higher on an Advanced Placement subject test per 1,000 high school juniors and seniors	158	169	197

Performance Gaps: In Utah, of 18- to 24-year-olds whose parents have some college education, 96% have a high school credential, compared to 67% of those whose parents did not attend college. Also, 59% of white high school students take upper-level science courses, compared to 15% of Hispanic students.

PARTICIPATION C

YOUNG ADULTS (60%)	Utah 2000	Utah 2002	Top States 2002
High school freshmen enrolling in college within 4 years in any state	40%	34%	54%
18- to 24-year-olds enrolling in college	33%	34%	41%
WORKING-AGE ADULTS (40%)			
25- to 49-year-olds enrolled part-time in some type of postsecondary education†	3.4%	3.6%	5.4%

†*Data for Measuring Up 2000 are for 25- to 44-year olds.*

Change over Time: In Utah from 1989 to 1999, the proportion of 18- to 24-year-olds enrolled in college decreased from 37% to 34%.

AFFORDABILITY B

FAMILY ABILITY TO PAY (50%)	Utah 2000	Utah 2002	Top States 2002
Percent of income (average of all income groups) needed to pay for college expenses minus financial aid:			
at community colleges	20%	16%	16%
at public 4-year colleges/universities	17%	16%	18%
at private 4-year colleges/universities	20%	21%	32%
STRATEGIES FOR AFFORDABILITY (40%)			
State grant aid targeted to low-income families as a percent of federal Pell Grant aid to low-income families	3%	3%	108%
Share of income that poorest families need to pay for tuition at lowest priced colleges	10%	11%	8%
RELIANCE ON LOANS (10%)			
Average loan amount that undergraduate students borrow each year‡	$3,390	$3,002	$2,928

‡*Data for Measuring Up 2000 include all students, not just undergraduates.*

Note: In the Affordability category, the lower the figures the better the performance for all indicators except for "State grant aid . . . as a percent of federal Pell Grant aid."

INCOME GROUPS USED TO CALCULATE 2002 FAMILY ABILITY TO PAY

Percent of family income needed to pay for college expenses minus financial aid:	at community colleges	at public 4-year colleges/universities	at private 4-year colleges/universities
for 20% of the population with the lowest income	36%	35%	46%
for 20% of the population with lower-middle income	17%	17%	22%
for 20% of the population with middle income	12%	13%	16%
for 20% of the population with upper-middle income	9%	9%	12%
for 20% of the population with the highest income	6%	6%	8%

Note: Data are from 2000-01.

COMPLETION C+

	Utah 2000	*Utah 2002*	*Top States 2002*
PERSISTENCE (20%)			
1st year community college students returning their 2nd year	40%	40%*	63%
Freshmen at 4-year colleges/universities returning their sophomore year	66%	73%	83%
COMPLETION (80%)			
First-time, full-time students completing a bachelor's degree within 5 years of high school completion	29%	37%	66%
First-time, full-time students completing a bachelor's degree within 6 years of college entrance	–	52%	61%
Certificates, degrees and diplomas awarded at all colleges and universities per 100 undergraduate students	17	18	21

Note: Completion in Utah may be higher than measured, as many Mormon students leave colleges and universities for two years to fulfill a service mission and return to complete a degree.

BENEFITS B

	Utah 2000	*Utah 2002*	*Top States 2002*
EDUCATIONAL ACHIEVEMENT (30%)			
Population aged 25 to 65 with bachelor's degree or higher	28%	31%	35%
ECONOMIC BENEFITS (25%)			
Increase in total personal income as a result of the percentage of the population holding a bachelor's degree	8%	9%	12%
Increase in total personal income as a result of the percentage of the population with some college (including an associate's degree), but not a bachelor's degree	–	2%	4%
CIVIC BENEFITS (25%)			
Residents voting in 1998 and 2000 national elections	46%	48%	60%
Of those who itemize on federal income taxes, the percentage declaring charitable gifts	91%	90%	92%
ADULT SKILL LEVELS (20%)			
Adults demonstrating high-level literacy skills:			
quantitative	n/a	n/a	28%
prose	n/a	n/a	28%
document	n/a	n/a	26%

Gaps in Data: The data marked n/a are not available because Utah declined to participate in the survey.

LEARNING I

Indicators in italics are new for 2002.

*Data from *Measuring Up 2000* were used because updated state information was not available.

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VERMONT

PREPARATION B–

HIGH SCHOOL COMPLETION (20%)	Vermont 2000	Vermont 2002	Top States 2002
18- to 24-year-olds with a high school credential	93%	91%	94%
K–12 COURSE TAKING (40%)			
9th to 12th graders taking at least one upper-level math course	42%	41%	57%
9th to 12th graders taking at least one upper-level science course	29%	27%	39%
8th grade students taking Algebra	20%	21%	30%
12th graders taking at least one upper-level math course	–	39%	56%
K–12 STUDENT ACHIEVEMENT (40%)			
8th graders scoring at or above "proficient" on the national assessment exam:			
in math	27%	32%	34%
in reading	n/a	n/a	38%
in science	–	40%	42%
in writing	n/a	n/a	31%
Low-income 8th graders scoring at or above "proficient" on the national assessment exam in math	n/a	14%	21%
Number of scores in the top 20% nationally on SAT/ACT college entrance exam per 1,000 high school graduates	144	147	201
Number of scores that are 3 or higher on an Advanced Placement subject test per 1,000 high school juniors and seniors	80	106	197

Gaps in Data: The data marked n/a are not available because Vermont declined to participate in the assessments.

PARTICIPATION C+

YOUNG ADULTS (60%)	Vermont 2000	Vermont 2002	Top States 2002
High school freshmen enrolling in college within 4 years in any state	42%	40%	54%
18- to 24-year-olds enrolling in college	30%	34%	41%
WORKING-AGE ADULTS (40%)			
25- to 49-year-olds enrolled part-time in some type of postsecondary education†	2.9%	3.2%	5.4%

†*Data for Measuring Up 2000 are for 25- to 44-year olds.*

Note: In 1998, 54% of students going on to college enrolled out of state.

AFFORDABILITY F

FAMILY ABILITY TO PAY (50%)	Vermont 2000	Vermont 2002	Top States 2002
Percent of income (average of all income groups) needed to pay for college expenses minus financial aid:			
at community colleges	26%	28%	16%
at public 4-year colleges/universities	39%	38%	18%
at private 4-year colleges/universities	73%	61%	32%
STRATEGIES FOR AFFORDABILITY (40%)			
State grant aid targeted to low-income families as a percent of federal Pell Grant aid to low-income families	83%	91%	108%
Share of income that poorest families need to pay for tuition at lowest priced colleges	24%	26%	8%
RELIANCE ON LOANS (10%)			
Average loan amount that undergraduate students borrow each year‡	$4,172	$3,942	$2,928

‡*Data for Measuring Up 2000 include all students, not just undergraduates.*

Note: In the Affordability category, the lower the figures the better the performance for all indicators except for "State grant aid . . . as a percent of federal Pell Grant aid."

INCOME GROUPS USED TO CALCULATE 2002 FAMILY ABILITY TO PAY

Percent of family income needed to pay for college expenses minus financial aid:	at community colleges	at public 4-year colleges/universities	at private 4-year colleges/universities
for 20% of the population with the lowest income	66%	89%	154%
for 20% of the population with lower-middle income	31%	41%	67%
for 20% of the population with middle income	20%	27%	40%
for 20% of the population with upper-middle income	14%	19%	27%
for 20% of the population with the highest income	8%	12%	18%

Note: Data are from 2000-01

COMPLETION A

	Vermont 2000	*Vermont 2002*	*Top States 2002*
PERSISTENCE (20%)			
1st year community college students returning their 2nd year	n/a	n/a	63%
Freshmen at 4-year colleges/universities returning their sophomore year	79%	77%	83%
COMPLETION (80%)			
First-time, full-time students completing a bachelor's degree within 5 years of high school completion	68%	65%	66%
First-time, full-time students completing a bachelor's degree within 6 years of college entrance	–	60%	61%
Certificates, degrees and diplomas awarded at all colleges and universities per 100 undergraduate students	18	20	21

Gaps in Data: The data marked n/a are not available because the sample size for Vermont was too small.

BENEFITS B–

	Vermont 2000	*Vermont 2002*	*Top States 2002*
EDUCATIONAL ACHIEVEMENT (30%)			
Population aged 25 to 65 with bachelor's degree or higher	30%	33%	35%
ECONOMIC BENEFITS (25%)			
Increase in total personal income as a result of the percentage of the population holding a bachelor's degree	7%	7%	12%
Increase in total personal income as a result of the percentage of the population with some college (including an associate's degree), but not a bachelor's degree	–	1%	4%
CIVIC BENEFITS (25%)			
Residents voting in 1998 and 2000 national elections	56%	58%	60%
Of those who itemize on federal income taxes, the percentage declaring charitable gifts	83%	82%	92%
ADULT SKILL LEVELS (20%)			
Adults demonstrating high-level literacy skills:			
quantitative	n/a	n/a	28%
prose	n/a	n/a	28%
document	n/a	n/a	26%

Gaps in Data: The data marked n/a are not available because Vermont declined to participate in the survey.

LEARNING I

Indicators in italics are new for 2002.

*Data from *Measuring Up 2000* were used because updated state information was not available.

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VIRGINIA

PREPARATION B+

HIGH SCHOOL COMPLETION (20%)	Virginia 2000	Virginia 2002	Top States 2002
18- to 24-year-olds with a high school credential	86%	88%	94%
K–12 COURSE TAKING (40%)			
9th to 12th graders taking at least one upper-level math course	n/a	n/a	57%
9th to 12th graders taking at least one upper-level science course	n/a	n/a	39%
8th grade students taking Algebra	n/a	n/a	30%
12th graders taking at least one upper-level math course	–	n/a	56%
K–12 STUDENT ACHIEVEMENT (40%)			
8th graders scoring at or above "proficient" on the national assessment exam:			
in math	21%	26%	34%
in reading	33%	33%	38%
in science	–	31%	42%
in writing	27%	27%	31%
Low-income 8th graders scoring at or above "proficient" on the national assessment exam in math	5%	8%	21%
Number of scores in the top 20% nationally on SAT/ACT college entrance exam per 1,000 high school graduates	135	148	201
Number of scores that are 3 or higher on an Advanced Placement subject test per 1,000 high school juniors and seniors	163	211	197

Gaps in Data: The data marked n/a are not available because Virginia declined to participate in the survey.

PARTICIPATION B

YOUNG ADULTS (60%)	Virginia 2000	Virginia 2002	Top States 2002
High school freshmen enrolling in college within 4 years in any state	41%	41%	54%
18- to 24-year-olds enrolling in college	34%	31%	41%
WORKING-AGE ADULTS (40%)			
25- to 49-year-olds enrolled part-time in some type of postsecondary education†	3.9%	4.2%	5.4%

†*Data for Measuring Up 2000 are for 25- to 44-year olds.*

Change over Time: In Virginia from 1999 to 1999, the proportion of 18- to 24-year-olds enrolled in college decreased from 34% to 31%.

AFFORDABILITY B–

FAMILY ABILITY TO PAY (50%)	Virginia 2000	Virginia 2002	Top States 2002
Percent of income (average of all income groups) needed to pay for college expenses minus financial aid:			
at community colleges	20%	16%	16%
at public 4-year colleges/universities	27%	21%	18%
at private 4-year colleges/universities	49%	43%	32%
STRATEGIES FOR AFFORDABILITY (40%)			
State grant aid targeted to low-income families as a percent of federal Pell Grant aid to low-income families	42%	45%	108%
Share of income that poorest families need to pay for tuition at lowest priced colleges	13%	8%	8%
RELIANCE ON LOANS (10%)			
Average loan amount that undergraduate students borrow each year‡	$3,861	$3,474	$2,928

‡*Data for Measuring Up 2000 include all students, not just undergraduates.*

Note: In the Affordability category, the lower the figures the better the performance for all indicators except for "State grant aid . . . as a percent of federal Pell Grant aid."

INCOME GROUPS USED TO CALCULATE 2002 FAMILY ABILITY TO PAY

Percent of family income needed to pay for college expenses minus financial aid:	at community colleges	at public 4-year colleges/universities	at private 4-year colleges/universities
for 20% of the population with the lowest income	39%	50%	109%
for 20% of the population with lower-middle income	18%	23%	47%
for 20% of the population with middle income	12%	15%	28%
for 20% of the population with upper-middle income	8%	10%	18%
for 20% of the population with the highest income	5%	6%	12%

Note: Data are from 2000-01.

COMPLETION | B

	Virginia 2000	*Virginia 2002*	*Top States 2002*
PERSISTENCE (20%)			
1st year community college students returning their 2nd year	55%	55%	63%
Freshmen at 4-year colleges/universities returning their sophomore year	81%	82%	83%
COMPLETION (80%)			
First-time, full-time students completing a bachelor's degree within 5 years of high school completion	59%	59%	66%
First-time, full-time students completing a bachelor's degree within 6 years of college entrance	–	58%	61%
Certificates, degrees and diplomas awarded at all colleges and universities per 100 undergraduate students	16	16	21

BENEFITS | B

	Virginia 2000	*Virginia 2002*	*Top States 2002*
EDUCATIONAL ACHIEVEMENT (30%)			
Population aged 25 to 65 with bachelor's degree or higher	31%	30%	35%
ECONOMIC BENEFITS (25%)			
Increase in total personal income as a result of the percentage of the population holding a bachelor's degree	9%	8%	12%
Increase in total personal income as a result of the percentage of the population with some college (including an associate's degree), but not a bachelor's degree	–	3%	4%
CIVIC BENEFITS (25%)			
Residents voting in 1998 and 2000 national elections	43%	44%	60%
Of those who itemize on federal income taxes, the percentage declaring charitable gifts	89%	89%	92%
ADULT SKILL LEVELS (20%)			
Adults demonstrating high-level literacy skills:			
quantitative	n/a	n/a	28%
prose	n/a	n/a	28%
document	n/a	n/a	26%

Gaps in Data: The data marked n/a are not available because Virginia declined to participate in the survey.

LEARNING | I

Indicators in italics are new for 2002.

*Data from *Measuring Up 2000* were used because updated state information was not available.

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WASHINGTON

PREPARATION B–

HIGH SCHOOL COMPLETION (20%)	Washington 2000	Washington 2002	Top States 2002
18- to 24-year-olds with a high school credential	87%	87%	94%
K–12 COURSE TAKING (40%)			
9th to 12th graders taking at least one upper-level math course	n/a	n/a	57%
9th to 12th graders taking at least one upper-level science course	n/a	n/a	39%
8th grade students taking Algebra	n/a	n/a	30%
12th graders taking at least one upper-level math course	–	n/a	56%
K–12 STUDENT ACHIEVEMENT (40%)			
8th graders scoring at or above "proficient" on the national assessment exam:			
in math	26%	26%*	34%
in reading	32%	32%	38%
in science	–	n/a	42%
in writing	25%	25%	31%
Low-income 8th graders scoring at or above "proficient" on the national assessment exam in math	12%	12%*	21%
Number of scores in the top 20% nationally on SAT/ACT college entrance exam per 1,000 high school graduates	159	164	201
Number of scores that are 3 or higher on an Advanced Placement subject test per 1,000 high school juniors and seniors	56	79	197

Gaps in Data: The data marked n/a are not available because Washington declined to participate in the surveys.

PARTICIPATION C–

YOUNG ADULTS (60%)	Washington 2000	Washington 2002	Top States 2002
High school freshmen enrolling in college within 4 years in any state	42%	37%	54%
18- to 24-year-olds enrolling in college	32%	33%	41%
WORKING-AGE ADULTS (40%)			
25- to 49-year-olds enrolled part-time in some type of postsecondary education†	2.9%	3.0%	5.4%

†*Data for Measuring Up 2000 are for 25- to 44-year olds.*

Performance Gaps: In Washington, 56% of 18- to 24-year-olds from high-income families enroll in college, compared to 17% of those from low-income families.

AFFORDABILITY C–

FAMILY ABILITY TO PAY (50%)	Washington 2000	Washington 2002	Top States 2002
Percent of income (average of all income groups) needed to pay for college expenses minus financial aid:			
at community colleges	21%	20%	16%
at public 4-year colleges/universities	23%	23%	18%
at private 4-year colleges/universities	61%	57%	32%
STRATEGIES FOR AFFORDABILITY (40%)			
State grant aid targeted to low-income families as a percent of federal Pell Grant aid to low-income families	60%	68%	108%
Share of income that poorest families need to pay for tuition at lowest priced colleges	14%	14%	8%
RELIANCE ON LOANS (10%)			
Average loan amount that undergraduate students borrow each year‡	$3,704	$3,447	$2,928

‡*Data for Measuring Up 2000 include all students, not just undergraduates.*

Note: In the Affordability category, the lower the figures the better the performance for all indicators except for "State grant aid . . . as a percent of federal Pell Grant aid."

INCOME GROUPS USED TO CALCULATE 2002 FAMILY ABILITY TO PAY

Percent of family income needed to pay for college expenses minus financial aid:	at community colleges	at public 4-year colleges/universities	at private 4-year colleges/universities
for 20% of the population with the lowest income	49%	54%	144%
for 20% of the population with lower-middle income	22%	24%	60%
for 20% of the population with middle income	15%	16%	37%
for 20% of the population with upper-middle income	10%	12%	25%
for 20% of the population with the highest income	6%	7%	17%

Note: Data are from 2000-01.

COMPLETION | A–

PERSISTENCE (20%)	*Washington 2000*	*Washington 2002*	*Top States 2002*
1st year community college students returning their 2nd year	38%	49%	63%
Freshmen at 4-year colleges/universities returning their sophomore year	84%	83%	83%
COMPLETION (80%)			
First-time, full-time students completing a bachelor's degree within 5 years of high school completion	50%	56%	66%
First-time, full-time students completing a bachelor's degree within 6 years of college entrance	–	61%	61%
Certificates, degrees and diplomas awarded at all colleges and universities per 100 undergraduate students	18	18	21

BENEFITS | B

EDUCATIONAL ACHIEVEMENT (30%)	*Washington 2000*	*Washington 2002*	*Top States 2002*
Population aged 25 to 65 with bachelor's degree or higher	30%	30%	35%
ECONOMIC BENEFITS (25%)			
Increase in total personal income as a result of the percentage of the population holding a bachelor's degree	9%	8%	12%
Increase in total personal income as a result of the percentage of the population with some college (including an associate's degree), but not a bachelor's degree	–	2%	4%
CIVIC BENEFITS (25%)			
Residents voting in 1998 and 2000 national elections	53%	52%	60%
Of those who itemize on federal income taxes, the percentage declaring charitable gifts	86%	85%	92%
ADULT SKILL LEVELS (20%)			
Adults demonstrating high-level literacy skills:			
quantitative	28%	28%	28%
prose	26%	26%	28%
document	26%	26%	26%

LEARNING | I

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WEST VIRGINIA

PREPARATION C+

HIGH SCHOOL COMPLETION (20%)	West Virginia 2000	West Virginia 2002	Top States 2002
18- to 24-year-olds with a high school credential	89%	90%	94%
K–12 COURSE TAKING (40%)			
9th to 12th graders taking at least one upper-level math course	42%	56%	57%
9th to 12th graders taking at least one upper-level science course	26%	39%	39%
8th grade students taking Algebra	19%	24%	30%
12th graders taking at least one upper-level math course	–	55%	56%
K–12 STUDENT ACHIEVEMENT (40%)			
8th graders scoring at or above "proficient" on the national assessment exam:			
in math	14%	18%	34%
in reading	27%	27%	38%
in science	–	26%	42%
in writing	18%	18%	31%
Low-income 8th graders scoring at or above "proficient" on the national assessment exam in math	6%	8%	21%
Number of scores in the top 20% nationally on SAT/ACT college entrance exam per 1,000 high school graduates	114	112	201
Number of scores that are 3 or higher on an Advanced Placement subject test per 1,000 high school juniors and seniors	37	46	197

Change over Time: In West Virginia from 1999 to 1999, the proportion of 18- to 24-year-olds with a high school credential increased from 83% to 90%—the second highest increase compared to other states. From 1990 to 2000, the proportion of high school students taking upper-level math courses increased from 30% to 56%—the highest increase on this measure. Also, from 1990 to 2000, the proportion of high school students taking upper-level science courses increased from 21% to 39%—the fourth highest increase.

PARTICIPATION C–

YOUNG ADULTS (60%)	West Virginia 2000	West Virginia 2002	Top States 2002
High school freshmen enrolling in college within 4 years in any state	38%	40%	54%
18- to 24-year-olds enrolling in college	35%	31%	41%
WORKING-AGE ADULTS (40%)			
25- to 49-year-olds enrolled part-time in some type of postsecondary education†	2.4%	2.5%	5.4%

†*Data for Measuring Up 2000 are for 25- to 44-year olds.*

AFFORDABILITY F

FAMILY ABILITY TO PAY (50%)	West Virginia 2000	West Virginia 2002	Top States 2002
Percent of income (average of all income groups) needed to pay for college expenses minus financial aid:			
at community colleges	24%	26%	16%
at public 4-year colleges/universities	29%	26%	18%
at private 4-year colleges/universities	63%	56%	32%
STRATEGIES FOR AFFORDABILITY (40%)			
State grant aid targeted to low-income families as a percent of federal Pell Grant aid to low-income families	23%	29%	108%
Share of income that poorest families need to pay for tuition at lowest priced colleges	19%	19%	8%
RELIANCE ON LOANS (10%)			
Average loan amount that undergraduate students borrow each year ‡	$3,297	$3,067	$2,928

‡*Data for Measuring Up 2000 include all students, not just undergraduates.*

Note: In the Affordability category, the lower the figures the better the performance for all indicators except for "State grant aid . . . as a percent of federal Pell Grant aid."

INCOME GROUPS USED TO CALCULATE 2002 FAMILY ABILITY TO PAY

Percent of family income needed to pay for college expenses minus financial aid:	at community colleges	at public 4-year colleges/universities	at private 4-year colleges/universities
for 20% of the population with the lowest income	60%	59%	141%
for 20% of the population with lower-middle income	29%	29%	63%
for 20% of the population with middle income	19%	20%	38%
for 20% of the population with upper-middle income	13%	14%	24%
for 20% of the population with the highest income	7%	8%	16%

Note: Data are from 2000-01.

COMPLETION C–

PERSISTENCE (20%)	*West Virginia 2000*	*West Virginia 2002*	*Top States 2002*
1st year community college students returning their 2nd year	42%	52%	63%
Freshmen at 4-year colleges/universities returning their sophomore year	73%	72%	83%
COMPLETION (80%)			
First-time, full-time students completing a bachelor's degree within 5 years of high school completion	44%	38%	66%
First-time, full-time students completing a bachelor's degree within 6 years of college entrance	–	38%	61%
Certificates, degrees and diplomas awarded at all colleges and universities per 100 undergraduate students	17	16	21

Performance Gaps: For every 100 black students enrolled in college in West Virginia, 11 receive a degree or certificate. In comparison, for every 100 white students enrolled, 16 receive a degree or certificate.

BENEFITS F

EDUCATIONAL ACHIEVEMENT (30%)	*West Virginia 2000*	*West Virginia 2002*	*Top States 2002*
Population aged 25 to 65 with bachelor's degree or higher	17%	18%	35%
ECONOMIC BENEFITS (25%)			
Increase in total personal income as a result of the percentage of the population holding a bachelor's degree	7%	6%	12%
Increase in total personal income as a result of the percentage of the population with some college (including an associate's degree), but not a bachelor's degree	–	1%	4%
CIVIC BENEFITS (25%)			
Residents voting in 1998 and 2000 national elections	43%	44%	60%
Of those who itemize on federal income taxes, the percentage declaring charitable gifts	82%	80%	92%
ADULT SKILL LEVELS (20%)			
Adults demonstrating high-level literacy skills:			
quantitative	13%	13%	28%
prose	10%	10%	28%
document	8%	8%	26%

Change over Time: In West Virginia from 1989 to 1999, the proportion of the population with a bachelor's degree increased from 12% to 18%—the third highest increase compared to other states.

LEARNING I

Indicators in italics are new for 2002.

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WISCONSIN

PREPARATION A–

HIGH SCHOOL COMPLETION (20%)	*Wisconsin 2000*	*Wisconsin 2002*	*Top States 2002*
18- to 24-year-olds with a high school credential	91%	90%	94%
K–12 COURSE TAKING (40%)			
9th to 12th graders taking at least one upper-level math course	55%	56%	57%
9th to 12th graders taking at least one upper-level science course	37%	37%	39%
8th grade students taking Algebra	17%	18%	30%
12th graders taking at least one upper-level math course	–	52%	56%
K–12 STUDENT ACHIEVEMENT (40%)			
8th graders scoring at or above "proficient" on the national assessment exam:			
in math	32%	32%*	34%
in reading	33%	33%	38%
in science	–	n/a	42%
in writing	28%	28%	31%
Low-income 8th graders scoring at or above "proficient" on the national assessment exam in math	n/a	n/a	21%
Number of scores in the top 20% nationally on SAT/ACT college entrance exam per 1,000 high school graduates	192	193	201
Number of scores that are 3 or higher on an Advanced Placement subject test per 1,000 high school juniors and seniors	80	102	197

Change over Time: In Wisconsin from 1999 to 1999, the proportion of 18- to 24-year-olds with a high school credential decreased from 94% to 90%. *Gaps in Data:* The data marked n/a are not available because Wisconsin declined to participate in the assessments.

PARTICIPATION B

YOUNG ADULTS (60%)	*Wisconsin 2000*	*Wisconsin 2002*	*Top States 2002*
High school freshmen enrolling in college within 4 years in any state	46%	44%	54%
18- to 24-year-olds enrolling in college	40%	34%	41%
WORKING-AGE ADULTS (40%)			
25- to 49-year-olds enrolled part-time in some type of postsecondary education†	3.7%	3.7%	5.4%

†*Data for Measuring Up 2000 are for 25- to 44-year olds.*

Change over Time: In Wisconsin from 1999 to 1999, the proportion of 18- to 24-year-olds enrolled in college decreased from 37% to 34%.

AFFORDABILITY C

FAMILY ABILITY TO PAY (50%)	*Wisconsin 2000*	*Wisconsin 2002*	*Top States 2002*
Percent of income (average of all income groups) needed to pay for college expenses minus financial aid:			
at community colleges	23%	17%	16%
at public 4-year colleges/universities	18%	18%	18%
at private 4-year colleges/universities	50%	50%	32%
STRATEGIES FOR AFFORDABILITY (40%)			
State grant aid targeted to low-income families as a percent of federal Pell Grant aid to low-income families	58%	66%	108%
Share of income that poorest families need to pay for tuition at lowest priced colleges	16%	17%	8%
RELIANCE ON LOANS (10%)			
Average loan amount that undergraduate students borrow each year‡	$3,268	$3,089	$2,928

‡*Data for Measuring Up 2000 include all students, not just undergraduates.*

Note: In the Affordability category, the lower the figures the better the performance for all indicators except for "State grant aid . . . as a percent of federal Pell Grant aid."

INCOME GROUPS USED TO CALCULATE 2002 FAMILY ABILITY TO PAY

Percent of family income needed to pay for college expenses minus financial aid:	at community colleges	at public 4-year colleges/universities	at private 4-year colleges/universities
for 20% of the population with the lowest income	41%	43%	123%
for 20% of the population with lower-middle income	19%	20%	55%
for 20% of the population with middle income	12%	13%	32%
for 20% of the population with upper-middle income	9%	10%	22%
for 20% of the population with the highest income	6%	6%	15%

Note: Data are from 2000-01.

COMPLETION B

PERSISTENCE (20%)	*Wisconsin 2000*	*Wisconsin 2002*	*Top States 2002*
1st year community college students returning their 2nd year	45%	50%	63%
Freshmen at 4-year colleges/universities returning their sophomore year	80%	81%	83%
COMPLETION (80%)			
First-time, full-time students completing a bachelor's degree within 5 years of high school completion	54%	56%	66%
First-time, full-time students completing a bachelor's degree within 6 years of college entrance	–	54%	61%
Certificates, degrees and diplomas awarded at all colleges and universities per 100 undergraduate students	17	17	21

BENEFITS C+

EDUCATIONAL ACHIEVEMENT (30%)	*Wisconsin 2000*	*Wisconsin 2002*	*Top States 2002*
Population aged 25 to 65 with bachelor's degree or higher	25%	26%	35%
ECONOMIC BENEFITS (25%)			
Increase in total personal income as a result of the percentage of the population holding a bachelor's degree	8%	8%	12%
Increase in total personal income as a result of the percentage of the population with some college (including an associate's degree), but not a bachelor's degree	–	1%	4%
CIVIC BENEFITS (25%)			
Residents voting in 1998 and 2000 national elections	56%	59%	60%
Of those who itemize on federal income taxes, the percentage declaring charitable gifts	88%	87%	92%
ADULT SKILL LEVELS (20%)			
Adults demonstrating high-level literacy skills:			
quantitative	26%	26%	28%
prose	25%	25%	28%
document	19%	19%	26%

LEARNING I

Indicators in italics are new for 2002.

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WYOMING

PREPARATION C-

HIGH SCHOOL COMPLETION (20%)	Wyoming 2000	Wyoming 2002	Top States 2002
18- to 24-year-olds with a high school credential	88%	87%	94%
K–12 COURSE TAKING (40%)			
9th to 12th graders taking at least one upper-level math course	n/a	40%	57%
9th to 12th graders taking at least one upper-level science course	n/a	21%	39%
8th grade students taking Algebra	n/a	16%	30%
12th graders taking at least one upper-level math course	–	41%	56%
K–12 STUDENT ACHIEVEMENT (40%)			
8th graders scoring at or above "proficient" on the national assessment exam:			
in math	22%	25%	34%
in reading	29%	29%	38%
in science	–	36%	42%
in writing	23%	23%	31%
Low-income 8th graders scoring at or above "proficient" on the national assessment exam in math	11%	15%	21%
Number of scores in the top 20% nationally on SAT/ACT college entrance exam per 1,000 high school graduates	150	149	201
Number of scores that are 3 or higher on an Advanced Placement subject test per 1,000 high school juniors and seniors	19	40	197

Performance Gaps: In Wyoming, 63% of white high school students take upper-level math courses, compared to 30% of black students. Also, 43% of white high school students take upper-level science courses, compared to 8% of black students. *Change over Time:* In Wyoming from 1989 to 1999, the proportion of 18- to 24-year-olds with a high school credential decreased from 92% to 87%. From 1990 to 2000, the proportion of high school students taking upper-level math courses increased from 25% to 40%—the fifth highest increase compared to other states.

PARTICIPATION B-

YOUNG ADULTS (60%)	Wyoming 2000	Wyoming 2002	Top States 2002
High school freshmen enrolling in college within 4 years in any state	41%	42%	54%
18- to 24-year-olds enrolling in college	30%	34%	41%
WORKING-AGE ADULTS (40%)			
25- to 49-year-olds enrolled part-time in some type of postsecondary education†	3.9%	3.6%	5.4%

†*Data for Measuring Up 2000 are for 25- to 44-year olds.*

Note: In 1998, 30% of students going on to college enrolled out of state.

AFFORDABILITY D

FAMILY ABILITY TO PAY (50%)	Wyoming 2000	Wyoming 2002	Top States 2002
Percent of income (average of all income groups) needed to pay for college expenses minus financial aid:			
at community colleges	19%	19%	16%
at public 4-year colleges/universities	22%	20%	18%
at private 4-year colleges/universities	n/a	n/a	32%
STRATEGIES FOR AFFORDABILITY (40%)			
State grant aid targeted to low-income families as a percent of federal Pell Grant aid to low-income families	1%	0%	108%
Share of income that poorest families need to pay for tuition at lowest priced colleges	12%	12%	8%
RELIANCE ON LOANS (10%)			
Average loan amount that undergraduate students borrow each year‡	$2,965	$2,973	$2,928

‡*Data for Measuring Up 2000 include all students, not just undergraduates.*

Note: In the Affordability category, the lower the figures the better the performance for all indicators except for "State grant aid . . . as a percent of federal Pell Grant aid."

INCOME GROUPS USED TO CALCULATE 2002 FAMILY ABILITY TO PAY

Percent of family income needed to pay for college expenses minus financial aid:	at community colleges	at public 4-year colleges/universities	at private 4-year colleges/universities
for 20% of the population with the lowest income	44%	45%	n/a
for 20% of the population with lower-middle income	21%	22%	n/a
for 20% of the population with middle income	14%	15%	n/a
for 20% of the population with upper-middle income	10%	11%	n/a
for 20% of the population with the highest income	6%	7%	n/a

Note: Data are from 2000–01.

COMPLETION B

PERSISTENCE (20%)	*Wyoming 2000*	*Wyoming 2002*	*Top States 2002*
1st year community college students returning their 2nd year	56%	55%	63%
Freshmen at 4-year colleges/universities returning their sophomore year	n/a	76%	83%
COMPLETION (80%)			
First-time, full-time students completing a bachelor's degree within 5 years of high school completion	n/a	41%	66%
First-time, full-time students completing a bachelor's degree within 6 years of college entrance	–	50%	61%
Certificates, degrees and diplomas awarded at all colleges and universities per 100 undergraduate students	17	19	21

BENEFITS D

EDUCATIONAL ACHIEVEMENT (30%)	*Wyoming 2000*	*Wyoming 2002*	*Top States 2002*
Population aged 25 to 65 with bachelor's degree or higher	24%	22%	35%
ECONOMIC BENEFITS (25%)			
Increase in total personal income as a result of the percentage of the population holding a bachelor's degree	6%	5%	12%
Increase in total personal income as a result of the percentage of the population with some college (including an associate's degree), but not a bachelor's degree	–	1%	4%
CIVIC BENEFITS (25%)			
Residents voting in 1998 and 2000 national elections	60%	58%	60%
Of those who itemize on federal income taxes, the percentage declaring charitable gifts	82%	79%	92%
ADULT SKILL LEVELS (20%)			
Adults demonstrating high-level literacy skills:			
quantitative	n/a	n/a	28%
prose	n/a	n/a	28%
document	n/a	n/a	26%

Gaps in Data: The data marked n/a are not available because Wyoming declined to participate in the survey.

LEARNING I

Indicators in italics are new for 2002.

*Data from *Measuring Up 2000* were used because updated state information was not available.

Need more information? For an explanation of grading see page 189. For source information about each indicator, see page 186. For more state information (State Context, Leading Indicators, Facts and Figures, etc.) or technical information, visit the Web site for *Measuring Up* at www.highereducation.org.

STATE COMPARISONS: INDEX SCORES — PREPARATION

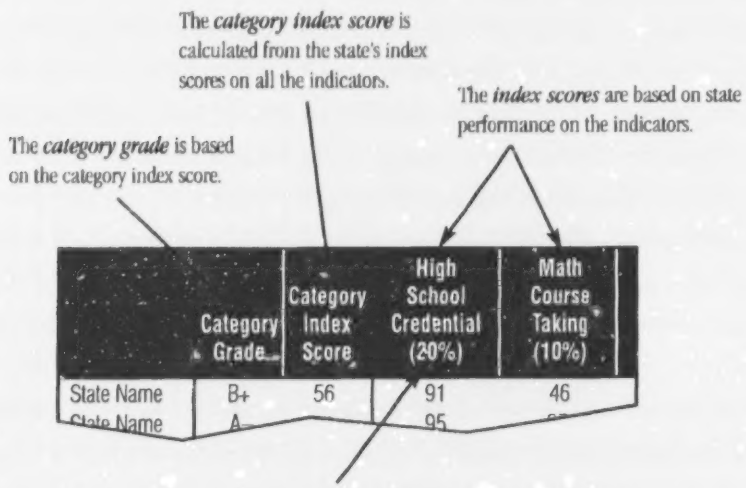
	Category Grade	Category Index Score	High School Credential (20%)	Math Course Taking (10%)	Science Course Taking (15%)	Algebra in 8th Grade (10%)	Upper-Level Math in 12th Grade (5%)	Math Proficiency (4%)	Reading Proficiency (4%)	Science Proficiency (4%)	Writing Proficiency (4%)	Math Proficiency among Low-Income (4%)	College Entrance Exams (10%)	Advanced Placement Exams (10%)
Alabama	D–	61	87	60	59	43	70	47	55	52	55	24	63	25
Alaska	B+	87	**100**	*83*	*83*	*83*	*83*	88*	*83*	*83*	*83*	*83*	84	47
Arizona	D	66	78	*63*	*63*	*63*	*63*	62	74	57	68	43	66	37
Arkansas	D+	67	90	89	74	77	20	41	61	55	42	33	60	25
California	C–	71	88	60	46	**110**	46	53	58	36	65	19	67	86
Colorado	B	85	87	*82*	*82*	*82*	*82*	75*	79	*82*	87	52*	**104**	63
Connecticut	A	100	98	93	90	**93**	**117**	**100**	**111**	83	**142**	33	94	**99**
Delaware	C+	77	98	68*	64*	83*	*74*	56*	66	*74*	71	29*	64	74
Florida	C+	77	91	*73*	*73*	*73*	*73*	50*	61	*73*	61	29*	74	76
Georgia	C–	70	89	*67*	*67*	*67*	*67*	56	66	55	74	24	58	58
Hawaii	C–	72	98	*69*	*69*	*69*	*69*	47	50	36	48	38	67	62
Idaho	C–	71	93	72	44	67	46	79	*68*	90	*68*	81	81	32
Illinois	B+	89	93	*85*	*85*	*85*	*85*	79	*85*	71	*85*	57	**109**	64
Indiana	C–	72	95	77	77	37	52	91	*69*	83	*69*	62	64	30
Iowa	B	83	97	79	90	*80*	*80*	93*	*80*	*80*	*80*	*80*	84	23
Kansas	B	85	96	*82*	*82*	*82*	*82*	**100**	92	*82*	*82*	81	**100**	23
Kentucky	C–	72	92	93	74	40	*69*	62	76	69	68	38	69	35
Louisiana	F	56	87	81	59	20	*54*	35	47	43	39	19	59	17
Maine	B+	89	**101**	*86*	*86*	*86*	*86*	**94**	**111**	88	**103**	**95**	63	51
Maryland	B+	88	93	*84*	*84*	*84*	*84*	85	82	67	74	33	83	**109**
Massachusetts	A	**100**	97	**98**	**100**	**100**	*96*	**94**	**95**	**100**	**100**	52	**96**	**95**
Michigan	B	83	95	77*	74*	90*	*79*	82	*79*	88	*79*	43	89	47
Minnesota	B–	81	96	63	56	43	*77*	**118**	**97**	**100**	81	**129**	96	41
Mississippi	D	66	89	96	**108**	47	*64*	24	50	36	35	14	44	14
Missouri	B–	80	**99**	89	79	73	*76*	65	76	86	55	43	87	29
Montana	A–	90	97	*86*	*86*	*86*	*86*	**109**	**100**	**110**	81	**119**	85	30
Nebraska	B	84	98	**105**	87	60	*80*	91	*80*	86	*80*	71	90	17
Nevada	D	63	84	60	64	43	*61*	59	63	55	55	29	66	41
New Hampshire	B	83	91	*80*	*80*	*80*	*80*	*80*	*80*	*80*	*80*	*80*	83	55
New Jersey	A	97	96	*93*	*93*	*93*	*93*	*93*	*93*	*93*	*93*	*93*	87	92
New Mexico	D–	61	89	54	49	57	64	38	63	48	58	29	63	33
New York	B	86	93	84	87	47*	*82*	76	89	71	68	57	89	**102**
North Carolina	B+	89	92	**107**	77	83	**138**	88	82	64	87	62	61	76
North Dakota	B	84	**101**	93	87	50	94	91	*81*	**95**	*81*	**100**	88	18
Ohio	C+	78	94	82	51	73	*75*	91	*75*	**98**	*75*	48	95	39
Oklahoma	D+	67	91	75	62	30	*64*	56	76	62	81	38	69	35
Oregon	C	73	89	65	49	77	*70*	**94**	87	79	87	76	77	31
Pennsylvania	B–	81	95	*77*	*77*	*77*	*77*	*77*	*77*	*77*	*77*	*77*	67	51
Rhode Island	C	76	94	*73*	*73*	*73*	*73*	71	79	69	81	33	68	52
South Carolina	D+	67	91	*64*	*64*	*64*	*64*	53	58	48	48	29	53	57
South Dakota	C	76	**100**	82	90	30	67	*73*	*73*	*73*	*73*	*73*	75	28
Tennessee	D–	62	94	61	49	0	*59*	50	68	60	77	33	79	44
Texas	C+	79	85	**98**	62	*76*	**100**	71	74	55	**100**	52	67	62
Utah	A	100	96	**100**	92	**177**	76	76	82	81	68	71	76	86
Vermont	B–	80	97	72	69	70	70	**94**	*76*	**95**	*76*	67	73	54
Virginia	B+	89	93	*85*	*85*	*85*	*85*	76	87	74	87	38	74	**107**
Washington	B–	80	93	*76*	*76*	*76*	*76*	77*	84	*76*	81	57*	82	40
West Virginia	C+	79	96	**98**	**100**	80	**98**	53	71	62	58	38	56	23
Wisconsin	A–	90	96	**98**	**95**	60	93	94*	87	*86*	90	*86*	**96**	52
Wyoming	C–	70	92	70	54	53	74	74	76	86	74	71	74	20

* Numbers refer to data from *Measuring Up 2000*, because updated state information was not available.

Notes: Red bold numbers refer to best-performing states. Italicized numbers mean that the state is missing data; the italicized value is based on an average of the state's other scores in the category. For more information about sources and grading, see page 186.

How to Read These Tables

The tables on these pages display index scores for all indicators on which grades are based.


The *category index score* is calculated from the state's index scores on all the indicators.
The *index scores* are based on state performance on the indicators.
The *category grade* is based on the category index score.
Category Grade
Category Index Score
High School Credential (20%)
Math Course Taking (10%)
State Name
B+
56
91
46
State Name
A
95
Indicators have been assigned *weights* based on their importance, which is informed by research and policy experience.

Indexing. Indexing is a statistical method that allows for accurate comparisons of different measures. All indicator results have been converted to an indexed scale of 0 to 100, with the third-best state (median of the top five) scoring 100. This establishes a high, but achievable standard of performance.

Grading Scale

A	93 and above	B−	80–82	D+	67–69
A−	90–92	C+	77–79	D	63–66
B+	87–89	C	73–76	D−	60–62
B	83–86	C−	70–72	F	Below 60

STATE COMPARISONS: INDEX SCORES — PARTICIPATION

	Category Grade	Category Index Score	High School to College Rate (40%)	Young Adult Enrollment (20%)	Working-Age Adult Enrollment (40%)
Alabama	D+	67	64	74	51
Alaska	D+	69	45	74	76
Arizona	B–	81	51	61	**102**
Arkansas	D+	67	73	59	50
California	B+	87	64	87	91
Colorado	B	85	72	62	91
Connecticut	A–	91	88	**104**	68
Delaware	B	84	79	72	76
Florida	D+	69	52	76	68
Georgia	F	55	57	59	40
Hawaii	B–	82	69	**101**	67
Idaho	C–	71	69	78	55
Illinois	A	97	90	79	**92**
Indiana	C+	77	80	84	55
Iowa	B+	88	**99**	85	59
Kansas	A–	92	83	**95**	80
Kentucky	C–	70	68	79	52
Louisiana	D	64	65	78	43
Maine	C+	78	81	68	63
Maryland	B+	87	76	84	82
Massachusetts	A	**100**	**100**	91	92
Michigan	B+	89	76	**93**	78
Minnesota	C+	76	76	89	58
Mississippi	D	65	63	82	46
Missouri	C+	78	73	76	68
Montana	D+	69	86	87	28
Nebraska	A	97	**96**	86	83
Nevada	C+	78	48	59	**100**
New Hampshire	B–	82	82	79	67
New Jersey	A–	92	**100**	**100**	59
New Mexico	A	95	69	72	**112**
New York	B	83	81	90	64
North Carolina	C+	77	73	74	66
North Dakota	B	84	**110**	92	36
Ohio	C+	77	75	80	61
Oklahoma	C+	77	68	68	73
Oregon	D+	67	59	60	64
Pennsylvania	B–	82	87	88	57
Rhode Island	A	99	88	88	**95**
South Carolina	D+	69	61	88	54
South Dakota	B–	80	90	82	51
Tennessee	D+	68	62	77	54
Texas	D+	68	58	64	66
Utah	C	76	64	82	68
Vermont	C+	77	75	81	60
Virginia	B	84	76	75	78
Washington	C–	72	69	80	57
West Virginia	C–	70	75	75	47
Wisconsin	B	84	81	81	69
Wyoming	B–	81	78	82	67

Notes: Red bold numbers refer to best-performing states. For information about sources and grading, see page 186.

STATE COMPARISONS: INDEX SCORES — AFFORDABILITY

	Category Grade	Category Index Score	Family Ability to Pay (50%)			Need-Based Financial Aid (20%)	Low-Priced Colleges (20%)	Low Student Debt (10%)
			At Community Colleges*	At Public 4-Year Colleges*	At Private 4-Year Colleges*			
Alabama	F	57	78	75	74	1	47	91
Alaska	D	63	83	83	**100**	0	59	96
Arizona	D–	62	71	69	59	2	**97**	82
Arkansas	C	74	95	88	**83**	32	67	96
California	A	**100†**	68	62	42	44	**293**	83
Colorado	C–	72	88	67	53	39	74	81
Connecticut	C–	71	83	71	53	**89**	64	78
Delaware	F	54	75	60	78	8	60	72
Florida	D–	60	71	77	52	15	64	95
Georgia	D	65	91	**95**	58	0	71	88
Hawaii	D	65	84	72	70	2	**92**	84
Idaho	D+	69	94	89	81	1	72	92
Illinois	B	85	88	76	63	**123**	70	87
Indiana	D+	69	74	72	61	72	51	93
Iowa	C	73	85	90	70	56	51	**100**
Kansas	C–	72	97	92	78	16	71	94
Kentucky	C	74	95	92	80	34	62	**98**
Louisiana	D	63	97	82	39	1	70	91
Maine	F	56	70	69	51	37	40	91
Maryland	D–	62	80	70	56	39	54	79
Massachusetts	D–	62	78	71	41	83	52	77
Michigan	D+	68	83	68	**85**	45	60	97
Minnesota	B	85	**100**	**100**	68	**100**	49	97
Mississippi	D	64	85	78	75	1	66	**102**
Missouri	D+	67	**98**	81	68	18	71	91
Montana	F	51	65	67	67	6	37	93
Nebraska	D	66	90	80	70	12	67	97
Nevada	D+	68	75	76	61	25	82	85
New Hampshire	F	45	67	61	56	6	31	78
New Jersey	C–	72	74	64	62	**98**	49	87
New Mexico	C–	70	83	77	43	24	84	98
New York	F	56	55	59	42	86	30	83
North Carolina	C	75	89	88	55	29	**100**	87
North Dakota	D	65	87	87	**118**	3	46	**105**
Ohio	F	55	68	61	59	35	43	87
Oklahoma	C	74	**98**	**102**	71	15	67	95
Oregon	F	53	66	60	44	21	54	85
Pennsylvania	D+	67	76	59	51	**102**	44	85
Rhode Island	F	43	58	50	40	18	46	73
South Carolina	D+	67	91	68	71	33	67	89
South Dakota	F	59	83	87	73	0	35	**100**
Tennessee	D–	61	79	74	60	19	62	91
Texas	D+	67	81	72	59	17	89	91
Utah	B	86	**103**	**108**	**156**	3	75	98
Vermont	F	56	59	47	52	84	32	74
Virginia	B–	81	**102**	85	75	42	**100**	84
Washington	C–	70	80	77	57	63	58	85
West Virginia	F	57	63	68	57	27	43	95
Wisconsin	C	76	94	**95**	65	61	49	95
Wyoming	D	66	85	87	0	0	66	98

* Weights within the Family Ability to Pay indicators are based on enrollment by type of institution. The zero score for Wyoming on Family Ability to Pay at Private 4-Year Colleges is weighted at zero, and as a result does not affect the state's overall grade for affordability.

† Actual Index Score is over 100.

Notes: Red bold numbers refer to best-performing states. For information about sources and grading, see page 186.

STATE COMPARISONS: INDEX SCORES — COMPLETION

	Category Grade	Category Index Score	Students Returning at 2-Year Colleges (10%)	Students Returning at 4-Year Colleges (10%)	Bachelor's Degree Completion within 5 Years (15%)	Bachelor's Degree Completion within 6 Years (15%)	All Degree Completion (50%)
Alabama	A	96	77	89	70	74	**116**
Alaska	F	43	*43*	*43*	29	40	48
Arizona	C+	78	77	86	66	80	80
Arkansas	C–	72	88	85	58	56	75
California	C+	77	76	**101**	80	98	65
Colorado	C+	77	75	90	75	77	75
Connecticut	B+	87	76	**100**	**98**	**100**	80
Delaware	B	86	76	**99**	**101***	98	77
Florida	B+	88	**100**	95	78	86	87
Georgia	B	84	88	87	63	66	94
Hawaii	C	75	70	87	56	78	79
Idaho	B–	80	*80*	81	46	70	93
Illinois	B–	80	82	92	81	89	75
Indiana	B–	82	74	93	71	86	84
Iowa	A	93	77	98	90	99	94
Kansas	B–	80	81	88	69	76	82
Kentucky	C	73	82	85	66	62	73
Louisiana	D+	68	68	83	48	56	75
Maine	B	84	**100**	92	85	90	78
Maryland	B–	80	92	99	89	90	67
Massachusetts	A–	91	92	**101**	**101**	**103**	83
Michigan	C	76	79	93	72	90	70
Minnesota	B+	88	88	96	83	85	89
Mississippi	C+	79	92	89	67	72	80
Missouri	B–	82	85	90	73	81	82
Montana	C	76	*76*	80	57	62	85
Nebraska	C+	79	84	91	65	71	83
Nevada	F	54	79*	91	45	61	42
New Hampshire	A	**100†**	**106**	97	**100**	99	**102**
New Jersey	B–	81	95	98	88	94	69
New Mexico	D	63	83	83	45	58	61
New York	B+	88	**100**	94	81	84	88
North Carolina	B	85	81	97	87	91	80
North Dakota	B	84	*84*	87	57	69	**97**
Ohio	B–	80	89	90	82	82	76
Oklahoma	C–	70	75	85	60	61	72
Oregon	C	75	64	95	78	82	70
Pennsylvania	A	98	97	99	92	**100**	**100**
Rhode Island	A	95	*95*	97	97	**105**	91
South Carolina	B	84	84	93	79	88	83
South Dakota	B–	82	*82*	78	69	69	92
Tennessee	C+	77	87	88	71	77	74
Texas	C–	70	65	89	62	74	69
Utah	C+	79	63*	88	56	85	86
Vermont	A	97	*97*	93	**99**	98	**98**
Virginia	B	84	87	98	89	95	76
Washington	A–	90	78	**100**	85	**100**	88
West Virginia	C–	72	83	86	58	62	75
Wisconsin	B	85	79	97	85	88	82
Wyoming	B	84	88	91	62	81	89

* Numbers refer to data from *Measuring Up 2000*, because updated state information was not available.

† Actual Index Score is over 100.

Notes: Red bold numbers refer to best performing states. Italicized numbers mean that the state is missing data; the italicized value is based on an average of the state's other scores in the category. For information about sources and grading, see page 186.

STATE COMPARISONS: INDEX SCORES — BENEFITS

	Category Grade	Category Index Score	Adults with Bachelor's Degree or Higher (30%)	Increased Income from Education: Bachelor's Degree (15%)	Increased Income from Education: Some College or Associate's Degree (10%)	Population Voting (12.5%)	Charitable Contributions (12.5%)	Quantitative Literacy (6.7%)	Prose Literacy (6.7%)	Document Literacy (6.6%)
Alabama	C	73	66	65	41	93	99	*72*	*72*	*72*
Alaska	C+	79	76	66	57	**100**	91	*78*	*78*	*78*
Arizona	B–	80	73	75	83	68	96	81	84	80
Arkansas	D–	60	58	48	31	77	92	57	46	45
California	A–	90	86	91	**100**	73	96	86	87	82
Colorado	A	**100**	**102**	68	28	89	93	**171**	**164**	**138**
Connecticut	A–	90	**100**	**94**	36	84	**100**	*88*	*88*	*88*
Delaware	A	99	80	**100**	**103**	83	99	**129**	**125**	**119**
Florida	C	76	77	59	79	76	94	75	65	62
Georgia	D+	68	72	58	60	73	96	48	47	41
Hawaii	B–	80	82	72	60	74	97	*79*	*79*	*79*
Idaho	C	74	65	52	56	83	90	87	**100**	87
Illinois	B–	81	80	73	56	85	96	84	80	76
Indiana	C	74	68	72	40	83	90	81	79	76
Iowa	C+	79	75	55	51	97	94	**98**	84	80
Kansas	C+	78	82	67	59	84	95	76	64	60
Kentucky	C–	72	62	54	74	83	93	*70*	*70*	*70*
Louisiana	C–	71	65	64	65	86	95	64	56	49
Maine	D+	68	63	47	35	**99**	94	*67*	*67*	*67*
Maryland	A	94	**98**	**106**	51	87	99	*92*	*92*	*92*
Massachusetts	A–	90	**104**	85	52	89	**99**	70	79	77
Michigan	B+	87	72	**97**	**110**	92	97	87	73	60
Minnesota	A–	90	92	79	52	**111**	98	*88*	*88*	*88*
Mississippi	C	76	63	57	**94**	84	95	*74*	*74*	*74*
Missouri	D+	67	80	46	7	93	93	64	56	44
Montana	C	75	77	68	22	97	90	*74*	*74*	*74*
Nebraska	C	76	81	53	38	87	97	*74*	*74*	*74*
Nevada	C–	72	61	66	83	67	93	78	70	61
New Hampshire	B	83	89	66	53	88	95	*81*	*81*	*81*
New Jersey	B+	89	**97**	**103**	46	76	**101**	81	77	77
New Mexico	C	75	69	74	49	83	90	*73*	*73*	*73*
New York	C+	78	88	76	35	78	**101**	67	64	58
North Carolina	D+	68	68	72	57	78	95	38	40	34
North Dakota	C+	79	79	56	52	**106**	93	*78*	*78*	*78*
Ohio	C	76	71	71	50	86	90	81	77	76
Oklahoma	C	74	68	69	66	83	96	71	68	53
Oregon	B	85	74	76	**100**	90	90	*83*	*83*	*83*
Pennsylvania	B–	81	79	87	59	80	97	83	68	70
Rhode Island	A–	90	87	81	84	91	**100**	*88*	*88*	*88*
South Carolina	C	76	68	63	68	89	97	*75*	*75*	*75*
South Dakota	D+	68	76	46	2	92	92	*66*	*66*	*66*
Tennessee	D+	69	60	67	74	74	94	60	50	52
Texas	C+	79	77	83	75	68	92	66	65	60
Utah	B	84	87	72	61	81	98	*82*	*82*	*82*
Vermont	B–	81	93	57	36	96	89	*79*	*79*	*79*
Virginia	B	83	87	68	76	74	96	*81*	*81*	*81*
Washington	B	85	87	68	49	88	92	**100**	**95**	**100**
West Virginia	F	53	50	52	16	74	87	45	35	31
Wisconsin	C+	78	73	68	30	**99**	94	**93**	90	72
Wyoming	D	66	63	42	37	98	86	*65*	*65*	*65*

Notes: Red bold numbers refer to best-performing states. Italicized numbers mean that the state is missing data; the italicized value is based on an average of the state's other scores in the category.
For information about sources and grading, see page 186.

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